REPORT RESUMES

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SECRETARIAL TRAINING WITH SPEECH IMPROVEMENT, AN EXPERIMENTAL AND DEMONSTRATION PROJECT. FINAL REPORT.

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NINETY DISADVANTAGED WHITE AND NEGRO FEMALE TRAINEES, 18 TO 44 YEARS OF AGE, WERE GIVEN 950 HOURS OF INSTRUCTION IN TYPING, SHORTHAND, BUSINESS SPEECH, AND ANCILLARY COURSES DURING A 24-WEEK PERIOD. THE EXPERIMENTAL PHASE OF THE PROGRAM CONSISTED OF DEVELOPING ECONOMICALLY FEASIBLE GROUP TECHNIQUES FOR TEACHING BUSINESS SPEECH TO ADULTS WHOSE SUBSTANDARD REGIONAL SPEECH PATTERNS CONSTITUTED AN OBSTACLE TO EMPLOYMENT IN THE STENOGRAPHIC AND SECRETARIAL FIELD AND DEMONSTRATING THAT BUSINESS SPEECH TRAINING WITH GROUP TECHNIQUES WILL INCREASE EMPLOYABILITY. THE TECHNIQUES CONSISTED OF ADAPTATIONS OF ACCEPTED PRACTICES IN SPEECH THERAPY, ADAPTATIONS OF FOREIGN LANGUAGE METHODOLOGY, AND CLASSROOM PRACTICES FOR TEACHING PUBLIC SPEAKING. OF 86 ENROLLEES WHO COMPLETED THE COURSE, 97 PERCENT WERE EMPLOYED IN BUSINESS OFFICES. INTERVIEWS WITH EMPLOYERS BEFORE AND AFTER THE TRAINEES WERE PLACED AS CLERK-TYPISTS, STENOGRAPHERS, AND SECRETARIES, SHOWED THAT BUSINESS SPEECH TRAINING INCREASED EMPLOYABILITY FOR ALMOST ALL OF THE TRAINEES. BRIEF OUTLINES OF THE SIX UNITS, THEIR SPECIFIC GOALS, ANALYSIS OF METHODS USED, AND THE DEGREE OF GOALS ACHIEVEMENT ARE INCLUDED. (PS)

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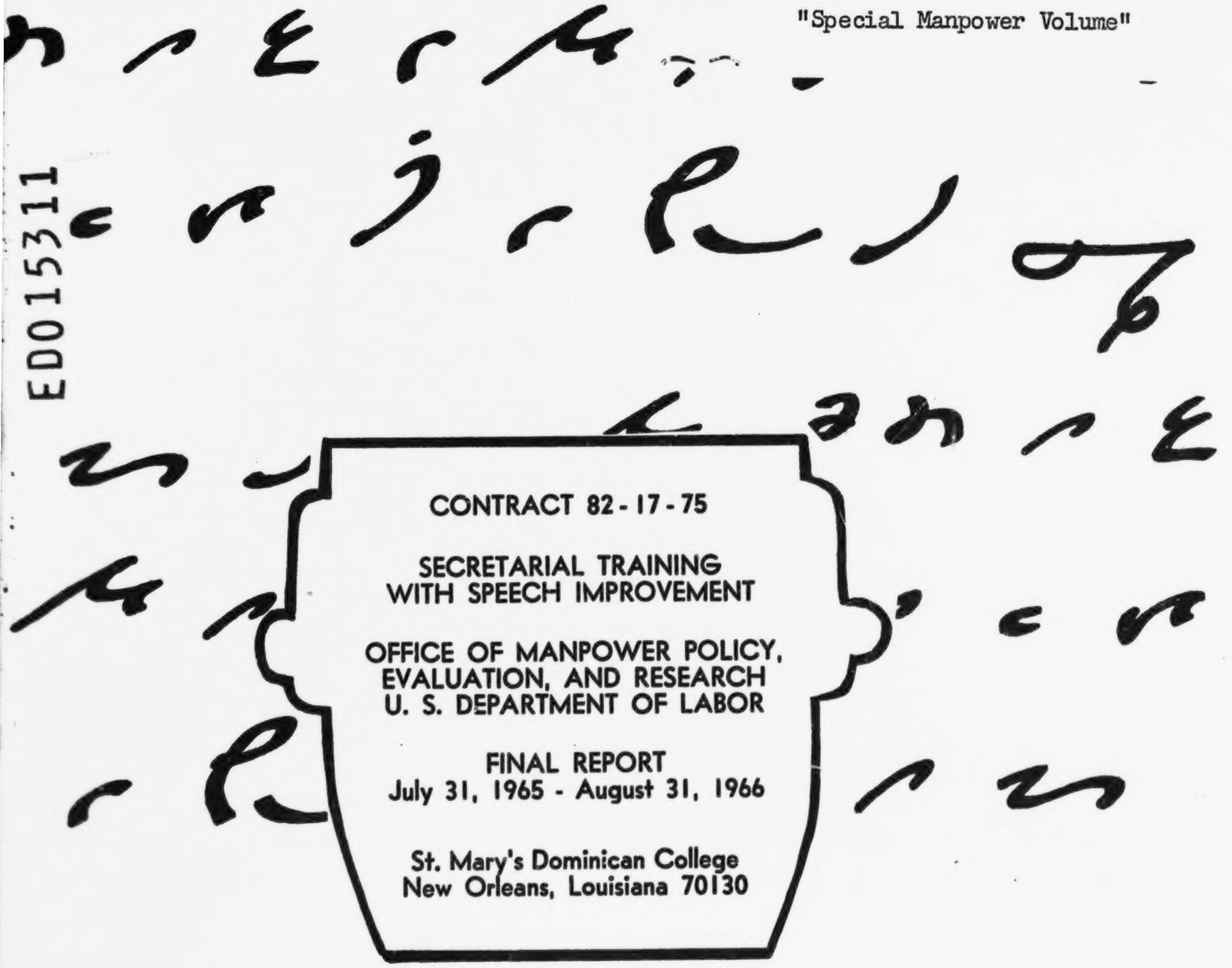

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SECRETARIAL TRAINING WITH SPEECH IMPROVEMENT

OFFICE OF MANPOWER POLICY,
EVALUATION, AND RESEARCH
U. S. DEPARTMENT OF LABOR

FINAL REPORT
July 31, 1965 - August 31, 1966

St. Mary's Dominican College
New Orleans, Louisiana 70130

VT004089

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"We seek to open the doors to educational opportunity to all of those who have the ability and ambition to walk through those doors."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SECRETARIAL TRAINING WITH SPEECH IMPROVEMENT

An Experimental and Demonstration Project

Conducted Under the

OFFICE OF MANPOWER POLICY, EVALUATION, AND RESEARCH

U. S. DEPARTMENT OF LABOR

FINAL REPORT

July 1, 1965 - August 31, 1966

Mrs. Alice R. Geoffray, Project Director

Adult Education Department
ST. MARY'S DOMINICAN COLLEGE

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NOTICE

This Final Report of a Special Manpower Project was prepared under a contract with the Office of Manpower Policy, Evaluation, and Research, U. S. Department of Labor, under the authority of the Manpower Development and Training Act. Organizations undertaking such projects under Government sponsorship are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

TWENTY QUESTIONS PEOPLE ASK ABOUT

"SECRETARIAL TRAINING WITH SPEECH IMPROVEMENT"

1. Why was the MDTA project, sponsored by St. Mary's Dominican College, entitled "Secretarial Training with Speech Improvement," classified as an Experimental and Demonstration project?	The Adult Education Department of St. Mary's Dominican College attempted to develop economically feasible group techniques for improving speech among adults whose sub-standard regional speech patterns constituted an obstacle to employment in the stenographic and secretarial field and to demonstrate that Business Speech training, as we called it, using these group techniques, would increase employability.
2. Who were trained in this program?	We enrolled 90 disadvantaged white and Negro women who were unemployed or underemployed and whose initial interview with our speech therapists indicated that a course in speech improvement could raise their employability quotient. Of the 90, 86 completed the course.
3. What proof is there that the students needed speech improvement in order to gain employment?	Many people in the New Orleans area--particularly members of the minority groups--are refused employment because they are not speakers of standard English. We found, through testing, that our students deviated from standard English speech in sixteen different sound areas.
4. How were these sound deviations corrected?	These sound deviations were corrected in short group sessions, during which adaptations of accepted

	practices in speech therapy, adaptations of foreign language methodology, and classroom techniques for teaching public speaking were utilized.
5. In addition to the correction of sound deviations, what other goals did the therapists set for the course?	The therapists also sought general voice improvement and the correction of pronunciation and grammatical errors as they presented themselves in this population.
6. Were there any indirect effects that became a factor in employability?	The speech course escalated the students' self-concepts. It gave them more poise and self-confidence in handling their own affairs and in their relations with others. It also taught them to follow directions more accurately and to accept constructive criticism more graciously.
7. Who conducted the speech phase of the program?	Two speech therapists, one with clinical experience, the other with classroom experience, were in charge of developing the material to be used in the classroom and in testing it.
8. Is there any indication that the speech problem is a Southern problem only?	Speech improvement and dialect remediation seem to be a concern in all areas of the country where disadvantaged people seek to better their status by helping themselves. We know this to be true because of the many letters we have received

	from other states in other areas asking us how similar programs may be set up and what materials may be used successfully.
9. How many hours of training did the students receive?	The course extended over a 24-week period and offered 950 hours of instruction in shorthand, typing, Business Speech, and ancillary courses.
10. How did the "Secretarial Training with Speech Improvement" course affect employability?	As of today, 97 per cent of the students who graduated from our course are employed in business offices as clerk-typists, stenographers, and secretaries.
11. What is the salary range?	Salaries, for the most part, range from $250 to $450 a month. The average salary is $298 a month.
12. Do these jobs seem permanent, and is there chance for advancement?	Most of the students have been employed since July, 1966. A recent follow-up revealed that 95 per cent are still on their first job and doing well. There is every indication that these graduates will advance on the job. Many of them have already done so.
13. How can you be sure that improvement in speech was a	We base our statement that speech was a determining factor in em-

determining factor in employment?	ployment on the following points: 1. Employment came as a result of personal interviews in which the applicants had to communicate effectively with their interviewers and had to "sell" themselves. 2. No trainee was refused employment on the basis of poor speech. 3. Graduates are filling positions in organizations where contact with people outside of the organization is one of their most important duties. 4. The greater self-confidence and self-assurance they gained from the speech course have resulted in greater efficiency, greater employer satisfaction, and smoother relations with fellow workers. 5. Students have indicated on a post-training evaluation form that they feel the speech course was the most valuable course offered in the program.
14. Were there any other factors that contributed to the employability quotient of the students?	Whenever we talk about clerical or stenographic positions, we must assume that the students reached employable levels in shorthand and typing; in other words, that their skills were competetive. Our students reached these levels through training on IBM Selectric typewriters and through shorthand instruction in an electronic laboratory.

15. What were some of the other courses offered, other than basic education courses?	The students received valuable instruction in personal grooming and consumer economics courses. We also conducted a series of testing opportunities to make them more test sophisticated. We know that many applicants--especially those belonging to minority groups--do not get the job because they do not pass the pre-employment tests. Acquaintance with the testing procedures, alertness to directions, and speed in completing each section were emphasized.
16. What were the biggest weaknesses in the course?	Instruction in English was the weakest area. We were not prepared for the limitations we found among the students, even in those who had had two or three years of college. No textbook we used--and we changed several times during the course--quite suited their needs. Students tested out very poorly in math, and not enough time was alloted for remedial work in this area. Finally, we noted a lacunae in their cultural development, which seriously affected their self-concept.
17. What would you suggest to remedy the weaknesses indicated in this E & D project in other projects of this type?	Many of the suggestions we would make to remedy these weaknesses have been incorporated into a new experimental and demonstration program. These improvements include:

1. The development of a handbook for speech improvement instruction that could be adapted to any age level and to any classroom situation.

2. The inclusion, in this handbook, of more oral speaking activities so that progress in casual speech situations might be as pronounced as in formal speech situations.

3. The development of a textbook in English and spelling that fulfills the needs of those whose backgrounds in these areas have been sub-standard. Traditional methods are simply not successful. This textbook should be coordinated with the work being done in speech and in shorthand so that all three areas will experience more notable progress.

4. The closing in of the interstices in their cultural backgrounds by increasing their reading speed and their reading comprehension, while supervising them and encouraging them in the reading of classic texts, current best sellers, and periodical literature.

5. The development of back-up skills; such as, the operation of electric adding machines, which they would use in connection with their Business Math courses, and the Varityper machine, as well as instruction in certain basic areas of data processing.

18. Did the students enjoy the course?	In an evaluation form sent out by the director and returned by 89 per cent of the graduates, all but one stated that they enjoyed the course and benefited by it.
19. What type of teachers comprised the faculty?	The teachers in the program were all certified Louisiana teachers, most of whom had several years of teaching experience. Degrees ranged from bachelor's to doctor's. All were teachers in whom the students found it easy to confide. A sincere bond of affection and respect developed between the faculty and the student body.
20. An editor asked me recently, "Is a program like this worth the money that is spent? Training 86 women is just a 'drop in the bucket,' so to speak, when you consider the whole problem of the disadvantaged and the unemployed. If speech patterns are correctible, and more economically feasible when corrected at an earlier age, why not let time take care of this problem? In another generation or two, the problem will no longer be with us."	If we think in terms of numbers only, then we may consider 86 just a "drop in the bucket." But, if we consider, as those of us involved do, the individual who has been helped--the woman who has been living on or near the fringes of poverty who is capable of doing more with her life--who wants to be independent--who does not want to become a statistic on a public-welfare payroll--then I must say the training is worth every penny. There were 86 such women. Their lives have changed with the change in their conditions. They have become persons with greater human dignity and pride in themselves, more responsible citizens in their city and their country. We must consider, in addition, the

lives that these graduates' lives touch each day. Among these women were 101 children, who will be affected positively financially, socially, and educationally by what their mothers have accomplished.

There is really no limit, then, to the dividends that we can expect from this one MDTA investment in education--this one adventure in human faith, hope, and charity.

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DEDICATION

To the REVEREND TIMOTHY T. GIBBONS, O.P.

for his vision in providing us with a perfect blueprint for employability, and for his ability to motivate and inspire us to "change what can be changed"....

To DR. DONALD ECROYD, of Temple University,

for his interest and encouragement in our project, and for his most gracious generosity in sharing with us the fruits of his....

To the FACULTY AND STAFF, particularly to MISS MARY MADDEN and MRS. SHARON RODI,

for their enthusiasm that never wavered; for their faith in, hope for, and love of the people we taught that made this a joyous personal experience, as well as a rich, rewarding educational adventure....

To the DOMINICAN SISTERS of ST. MARY'S DOMINICAN COLLEGE

for their realization that the responsibility of a college is to the whole community and for their courage to put their thoughts into action....

But, most of all, to the 86 WOMEN who trained here,

for their overwhelming determination, perseverance, and desire to educate themselves so that they can do more with the lives God gave them....

This report is most affectionately, sincerely, and gratefully dedicated.

PREFACE

How many people do you know that are given in their lifetimes the opportunity to become Pygmalions or Svengalis--to change radically the lives of people their own lives touch? The final report of the Experimental & Demonstration project, "Secretarial Training with Speech Improvement" records the opportunity that was given to the staff and faculty of the Adult Education Department of St. Mary's Dominican College to transform the present existence and future ambitions of ninety disadvantaged women ranging in age from 18 to 43. In recording the 120 days that comprised the length of the program, the experiments in instruction and counseling that were conducted, the jobs that were secured, it is impossible to evaluate fully in black and white at this point in time the far-reaching effects this project may have on the New Orleans community.

The trainees selected for the program, who persevered under sometimes seemingly unsurmountable obstacles, exchanged on May 27, 1966, a life of unskilled labor, poor pay, and poorer working conditions, for a life in which they will come to understand more fully the significance of the dignity of each human being and his search for equal opportunity. "Hope for a better way of life" will no longer be empty, beautiful words to be associated with someone else.

For the faculty and staff, the escalation of the trainees' self-concept and their realization of the important roles they are capable of assuming in the social and economic life of their community have been more important than the paychecks that are now being endorsed by them. However, these modified concepts and attitudes were brought about through a most imaginative, yet practical, training program, which enforced those areas in which the trainees were weakest and most hindered in their quest for employment.

The final report of the "Secretarial Training with Speech Improvement" program is then, in reality, not a compilation of facts and statistics, but a diary of courage, determination, and motivation of eighty-six women who yearned to be "better than average."

INTRODUCTION

The "Secretarial Training with Speech Improvement" program had its earliest beginning in the concern of a few faculty members at Dominican College for those members of the New Orleans community who lived on or near the fringes of poverty but who were capable of doing more with their lives.

As a result of an informal survey to ascertain in what specific ways St. Mary's Dominican College could offer assistance to those disadvantaged, it was determined that there was a serious lack of training opportunities for disadvantaged women who desired to work in the many available stenographic positions in New Orleans. The unemployed of the community were unqualified for such jobs because they lacked the funds to attend business school or because they were refused admittance due to race. An informal survey of businessmen and business teachers indicated that the sub-standard speech patterns of a large segment of the disadvantaged posed an almost insuperable barrier to efficiency in clerical skills.

Pilot Program

Such findings resulted in the initiation of a pilot program in secretarial training in the spring of 1964, in which the first efforts were made toward the development of techniques for speech improvement. In that program, a token tuition was charged and teaching services were donated.

While limited in scope and duration, results were such that it was reasonable to conclude that speech remediation could increase employability of disadvantaged clerical trainees, especially of Negro trainees. On this assumption, then, the Adult

Education Department of St. Mary's Dominican College prepared a proposal for an Experimental & Demonstration program under MDTA. It was approved and the contract with OMAT was signed on June 30, 1965.

Temple University Programs

At the same time as the New Orleans pilot program, but quite independently of it, Temple University, Philadelphia, conducted two programs in speech improvement for minority group members. In both of the Temple programs, speech training was annexed to secretarial training.

The Temple University programs were designed to demonstrate that Negro speakers of a non-standard dialect could develop standard patterns of speech as a result of brief classroom group-training sessions.

Professional Collaboration

Prior to the beginning of the program, St. Mary's Dominican College and Temple University were able to establish an excellent working relationship for the valuable pooling of experience in group training for speech improvement.

This inter-institutional cooperation found its most concrete expression through the consulting services of Dr. Donald Ecroyd, of Temple University, and the use of certain programed materials developed in the second project at Philadelphia.

Beginning of Project

After studying the limited materials available in the field of speech improvement, modifying and refining the materials developed at Temple University, and developing new techniques and exercises, the speech therapists at Dominican began actual class instruction on December 13, 1965, for ninety disadvantaged women, all high school graduates, between the ages of 18 and 43.

These women were selected on the basis of their need for speech improvement, as well as their need for secretarial training.

The ensuing report describes and evaluates the speech-improvement techniques developed and used in this program, and indicates the impact of speech training on employability.

CHAPTER ONE

THE DEVELOPMENT OF GROUP TECHNIQUES FOR BUSINESS SPEECH TRAINING

THE PROBLEM

Among the culturally deprived, deficiencies in oral communication skills are widespread and common. These deficiencies are common to disadvantaged groups throughout the nation, particularly among Negroes, but they are rarely found among managerial personnel. Years of living in a tightly-knit subcommunity has resulted in the fostering and development of speech patterns which, in the larger community, are considered substandard. These substandard patterns receive constant reinforcement from almost exclusive association with subcommunity friends, businessmen, teachers, preachers, and radio announcers. The omnipresence of the faulty patterns within the Negro subcommunity in the New Orleans area makes special speech therapy extremely valuable if the trainee is to seek and maintain stenographic employment outside the subcommunity.

Speech a Handicap

When a stenographer who has developed substandard speech patterns in a disadvantaged subcommunity seeks employment in the New Orleans business world, she is handicapped in at least four ways:

1. Since her inflection and speech patterns differ sharply from those of the person dictating, it is very difficult for her to transform his message into the sound-

symbols of the shorthand system. Frequently the accuracy of the transcript is seriously impaired in the process. When inaccuracy persists, employment is usually terminated.

2. Communications between the secretary and her boss are frequently distorted and trying, due to these speech differences. Misunderstandings can lead to inefficiency and even financial loss. Few employers will tolerate this for long.

3. The stenographer with substandard speech has very low probability of promotions to positions where clarity of diction and articulation assume greater and greater importance. In the upgrading process, secretaries represent their superiors and organizations in an ever increasing number and variety of occasions. In almost all of these contacts oral communication skills play a critical role. The stenographer with substandard speech is doomed to remain at the lower levels of the occupation.

4. Substandard speech patterns also pose a handicap for employment insofar as they have an adverse influence on relations within the office. Dialect patterns tend to prompt fellow-employees to stereotype the speaker and attribute to him all the faults and idiosyncrasies of the group in which the substandard speech patterns were formed. To the degree that interpersonal relations are awkward and strained, efficiency is impaired and acceptability to the employer diminished.

THE OBJECTIVES OF THE PROGRAM

The first objective of this program in the speech area was to provide specialized speech training to eliminate some of the sub-standard speech patterns which constitute a severe employment handicap for trained stenographers.

In order to fulfill this objective, it was necessary, as a second objective, to develop special techniques for dialect therapy on a group basis so as to make the project economically feasible.

Finally, we sought to demonstrate that the specific speech deficiencies outlined in the problem could be adequately diminished by proper methods of speech therapy so as to increase the employability and upgrading of the trained stenographer.

Approaches to Objective

The approach to the development of group techniques, embodied in this project, was a combination of (1) the individual methods used by speech therapists for correcting common speech defects; and (2) the group methods used by teachers of foreign languages, utilizing the language laboratory.

Personnel in Objective Area

The development of the techniques and materials to be used in the program and the fulfillment of the objectives were placed in the hands of two speech therapists. The chief therapist had had two years' experience in clinical speech-therapy work, while her assistant had had equal experience in public-school speech therapy work. Neither therapist, however, had attempted speech therapy with more than five students simultaneously before the beginning of classes. In this project, their aim was to work with groups of thirty, the same number enrolled in typing and shorthand classes.

Prior to the beginning of the program, the therapists were in contact with various speech and linguistic experts who were considered pioneers in the field of substandard regional speech correction. From these people, they received their most valuable help because there was little published material applicable to our particular situation. Of the little material dealing with Negro speech published, only a small percentage concerned the southern Negro. Much of this material was in descriptive form rather than in a form that could be utilized in a classroom situation. Also, a portion of the material dealing with teaching methods was concerned with an individual approach rather than a group approach.

Equipment and Books

Equipment. A portable language laboratory was installed for use in the sound-discernment stages. It consisted of a Webster teaching console with RCA tape recorders. Each desk was equipped with a portable headset.

Several deficiencies in the equipment were noted during the course of the program, the elimination or absence of which may have had a more positive effect on the outcome of the program. These deficiencies included the following:

1. Although the console contained three tape recorders, only one of these was designed for recording; the other two were for output only. Since only one trainee could be recorded at a time, the initial testing process became tedious and boring. Also, the weekly production checks of each trainee had to be conducted orally, without the aid of a tape recorder. This procedure slowed down class work considerably. An analysis of individual tapes during the therapists' off period would have been more efficient and more accurate.

2. Because the speech room was also used for other classes, headsets tended to get out of order much more rapidly than anticipated. The purchase of three

additional headsets somewhat alleviated this problem. The heavy traffic in the room also resulted in a number of damaged headset plugs at the point where they were inserted into floor outlets below the chairs.

3. The RCA Vistor recorders installed in the Webster console caused some unique difficulties at the beginning. While the RCA Victor recorders were installed because they have some features that are superior to those of other recorders and are simpler to operate, the Webster had certain built-in characteristics which could handle difficulties, such as machine noise, much more effectively in the Webster recording unit than in the RCA.

To correct the first situation in a new program, we will install a fourth tape recorder and rewire the console so that three of the four machines may be used for recording, as well as output.

In the second situation, the damaged plugs were the major source of the headset problem. In a new program, we will anchor chairs to the floor in a manner that will not hinder their swiveling function for dyad practice. With the chairs more or less stationary and the outlets exposed less frequently, we anticipate fewer repairs.

The third was a technical problem that the manufacturer's agent was able to resolve during the current training program.

Books. A Prentice-Hall publication, A Manual for Speech Improvement, by Gordon and Wong, was selected.

However, the therapists found this book of little value and would not recommend it as a regular classroom text. They relied more heavily upon original material devised by them or by Dr. Donald Ecroyd, of Temple University. Occasionally, they used exercises from the text to reinforce what had been taught through other sources. The original material devised will be compiled into a syllabus for use in a second program.

THE METHODS AND TECHNIQUES

The entire course was divided into six different units. In the first subdivision of this section, we will briefly outline the course units and their specific goals. In subsequent subdivisions, we will delve into methods used with each unit, analysis of these methods, and the degree of fulfillment of unit objectives that was achieved.

Outline of the Course

Unit I. This unit consisted of orientation, articulation testing, and anatomy. The purpose of the orientation portion was to establish rapport and explain why good speech is important. The articulation testing (artic testing) was conducted to diagnose the phonemic difficulties which should be emphasized in the course work. Finally, the anatomy section was included to enable the students to name from memory the principal organs of the body related to speech and to locate these on charts; to see the relationship, especially of good breathing, to speech.

Unit II. "Voice Improvement and Characteristics of Good Speech" had two main purposes. The first was to develop awareness of good speech and the second was to develop the beginnings of good speech habits. This was attacked through the four attributes of speech--pitch, rate, intensity, and quality.

To link the second unit to the third, a day was spent listening to part of the artic test recordings the students had made during the first unit. The purpose of this activity was to analyze these recordings in terms of the attributes of speech and specific sound errors. In this way, the students began to develop an ear for mispronunciations.

Unit III. "Articulation Improvement" concentrated its work on specific sound errors. The following sounds were those upon which we worked: th (voiced), th (voiceless), (ɛ) as in pen; t, d, and k in the final position; (aɪ) as in pie; (ɔɪ) as in oil; sh and s blends; (æ) as in mad; sp, sps, sts, st, sk, sks; l blends; and stress and intonation.

Unit IV. "Grammatical Usage" had as its purpose to encourage the students to produce sounds related to oral patterns of grammar. Emphasis was on the verb "to be," possessive pronouns, and the third person singular.

Unit V. "Oral Participation and Interview Tape" was totally student participation work. The purpose of this unit was to give the students practice in the use of the correct phonemic and grammatical forms they had been studying. Emphasis was on preparation, organization of material, and correct sound and grammar usage.

Unit VI. "Retest" was used to re-record the articulation test. The purpose of such retesting was to see if the improvement in the students' speech was measurable.

A more detailed explanation of each unit and its work follows.

Unit 1 - Orientation, Testing, and Technical Information

Orientation. Since speech is a very personal characteristic of each individual, the therapists' first task was to "sell" the trainees on a speech-improvement program before the actual group-therapy sessions began. Many of the students, by word or deed, had indicated that they saw nothing wrong with the way they spoke. They resented the fact that the teachers obviously disagreed with this contention.

In the orientation lectures, there were several approaches used to make speech-improvement acceptable. First, the therapists made it quite clear to each student that they accepted their present way of speaking for their own individual, personal situations. Up to this point, their speech and speech patterns had been effective for them--in school, at church, in their own homes, among their own friends.

They were advised, however, that they would be required to have another kind of speech for use in an office situation if, first, they wanted to get jobs, and secondly, if they wanted to keep them. It was pointed out that this shift or adjustment would not be unique. Don't we wear different clothes on a summer picnic than we would to apply for a job? Doesn't a man use a different speaking voice at home, among the immediate members of his family, than he uses in talking with an important customer whose business he wants to retain?

In other words, the speech therapists intended to assist them to make a dialect shift to provide them with another dialect for use in the office. This did not imply that the second dialect was better in all situations, but only that it was better in the office situation. The use of the second dialect at home or in social encounters was to be entirely a matter of personal choice by the trainee. The instructors aimed only at making a dialect shift possible; the trainees would no longer be limited by speaking only one dialect. To emphasize this point, the course title, "Speech Improvement," was replaced by the more appropriate, non-inflammatory "Business Speech."

In addition, the therapists pointed out the possible rewards in being enrolled in speech class. They attempted to provide proper motivation by indicating benefits of clear, good speech in terms of social, professional, and financial needs.

From the staff's own personal experiences, examples were cited of highly educated people who were handicapped in their personal, political, or professional lives by clinging to inappropriate speech patterns. It was pointed out, too, how many people in the business and professional world, while obviously enjoying success, sought to better or change their speech patterns through voluntary enrollment in courses at the universities, speech schools, and speech institutes.

A forceful, personal, enlightening, entertaining, and persuasive orientation program is essential. The staff was prepared to devote as much as five periods to orientation if needed for dissipating the initial resistance. While it took only two days for the orientation, the therapists found that it did take several weeks for the classes to mesh.

It was found that indirect approaches were often helpful in overcoming resistance. For example, those who originally believed they did not need speech improvement changed their minds when they listened to the test recordings they had made during the first week.

Others, listening to the acceptable business speech patterns of the staff and faculty eight hours a day conceded that a speech course should be helpful to them. Since the majority of the trainees had attended segregated schools taught by members of their own sub-community, the speech of their previous teachers served only to reinforce their substandard patterns. After realizing the need and value of speech training, they plunged into the work and practice without further reluctance. One student, who had been particularly proud of her speech when she entered the program, later related, "It became a pleasure to be around people who spoke well all the time."

Finally, the trainees' observance of the sincerity and interest of the faculty and staff in preparing them adequately in all areas for employability removed the last vestiges of skepticism.

Articulation Testing. The first step in the procedure to correct speech deficiencies by group-therapy methods was to determine what the specific deficiencies were. Once this determination was made, correction could follow an established pattern.

Since no remediation work of this kind had been attempted in the South before, the therapists had to identify the sounds in which the trainees' speech deviated from standard speech. This was accomplished by analyzing individual recordings of the "Grandfather Passage" and the Shaffer sentences.

These two selections were used as the bases for analysis because the "Grandfather Passage" contains all the common sounds of the English language, and the Shaffer sentences include several good markers of southern and Negro speech. While the "Grandfather Passage" is well know, the Shaffer sentences are not. They are a part of an unpublished Master's thesis by James E. Shaffer at Tulane University in New Orleans. The work for this thesis was done on a Negro population at Xavier University here in the city. A copy of these sentences appears in the Appendix.

Analysis of the tapes showed that the trainees deviated in 16 different sound areas from standard English.

Technical Information. In preparing the lesson outline of the program, the therapists had decided that it would be beneficial to give a rudimentary knowledge of anatomy and breathing to the trainees in Unit I, as an introduction to the characteristics of good speech in Unit II.

Some speech people may argue that this phase of the speech-improvement program should be discussed in greater depth than outlined in the beginning of this section. Our therapists, however, felt that they had tailored this portion of the course to the background and goals of this group of trainees. The trainees, as a group, responded more favorably to participation classes than to lectures. Thus, the lectures were kept minimal. They also failed to see the practicality and pertinence of such technical material. The therapists felt it important to develop a core of understanding and vocabulary upon which they could build in the practical exercises of the rest of the course.

The therapists also justify their position by pointing out that such a brief lecture unit starts all of the students on the same foot. None of them knows anything about the subject. If the speech-improvement phase of the program had begun immediately, some of the students would have been better speakers than others, and general motivation might have suffered.

Unit II - Voice Improvement and Characteristics of Good Speech

We pointed out in the general outline that the main purposes of this unit were the development of an awareness of good speech and the first steps toward the development of good speech habits.

To achieve these objectives, we said, the unit was attacked through four attributes of speech: pitch, rate, intensity, and quality. Exercises were given the trainees for each of these attributes and tapes were played on each for class analysis. For example, a tape with various voices was played, and the trainees analyzed it in terms of rate--too fast or too slow. Another tape was played and they analyzed it in terms of pitch--too high or too low. Another was played and analyzed in terms of intensity--too loud or too soft.

Most Difficulty. The trainees seemed to experience the most difficulty with pitch. Originally, it had been planned that the tape used to aid in pitch discrimination would be replayed daily until each student had no more than one error in detection. However, this plan was discarded when it became evident that the students had become so familiar with the tape that they were subconsciously memorizing the answers. The test, therefore, lost its validity as a shibboleth of pitch discrimination.

Subconscious memorization proved to be one of the weaknesses in the use of programed tapes in the speech classes. It would have been a more effective test if several different forms had been prepared. However, it had not been anticipated that the trainees would have so much difficulty with pitch discrimination.

Unit III - Articulation Improvement

The heart of the Business Speech program--articulation improvement--began in the third unit with a very short and quite brief introduction to the classification of sounds. This was not an attempt to teach phonetics, as such, nor to acquaint the students with the international phonetic alphabet. The therapists did not consider this necessary for teaching a dialect shift.

After the introduction, standard procedures in speech therapy were used for studying and correcting each sound deviation.

Programed Tapes. The basic technique of the course was the use of the language laboratory and programed tapes in order to achieve individual improvement on specific error sounds. Through the use of these tapes, the therapists adapted some of the same methods that have been proved successful in direct articulation therapy on an individual basis to a large group of thirty students.

One of these specific techniques is the discrimination of the error sounds from the correct sounds. Persons in the speech-therapy field realize that, in order for an individual to correct a specific sound, that person must first be able to hear the difference between the error sound as he produces it and the correct sound.

To accomplish this aim, a series of five programed tapes for each sound was used. The tapes consisted of exercises in word discrimination, phrase discrimination, word production, phrase production, and dialogue.

The students were asked to listen to the tape and to check a response sheet indicating whether they heard the error sound or the correct sound used in single words and then in phrases.

Later, they were asked to produce the sound themselves--the second method adapted from direct articulation therapy--and progressed from using the sound in individual words, then in phrases, and finally in sentences. This was accomplished by programing tapes with the model producing the correct sound in the above sequence on individual tapes with pauses after each model word or phrase for the students to respond orally.

The first tape of a new series was presented to the class on Monday of each week. If the trainees were able to get 85 to 90 per cent of the items correct on the first day, the tape was played only once. If the error quotient was higher, the tape was replayed the next day, along with the second tape, and replayed as often as necessary. This continued through the week.

At the end of each week, a production check was made to determine the progress in the sound studied during the preceding week and also to review the sounds studied during previous weeks.

The advantage of the programed tapes, of course, is the reinforcement they provide by giving the correct answer soon after the question is asked.

One of the disadvantages has already been mentioned--subconscious memorization in those cases when the tapes must be replayed. Another disadvantage is that the students sometimes became bored with the tapes and other specific techniques to achieve the same purposes had to be supplemented.

However, the speech therapists feel that the use of programed tapes is the only adequate method presently available of reaching thirty students as a group for the purpose of correcting error sounds.

This phase of the speech-improvement work encompassed sixteen weeks in order to cover the sixteen sound deviations mentioned in the outline. The tape activities, however, were interspersed with other activities described below to provide variety and to stimulate interest.

Dyads. Three days a week--usually Tuesday, Wednesday, and Thursday--the students divided into groups of two, called dyads, and worked on assigned material. The speech room set-up was such that the students could easily alternate dyad partners. Since the chairs swiveled 360 degrees, trainees could converse with those who sat on each side of them andthose to the front and back.

The purpose of the dyad was to develop within the trainees the ability to discriminate between the faulty and correct patterns in the speech of others, while attempting to reproduce the correct or acceptable patterns in their own. To do this, each student took turns reading assigned material. While one was reading, the other listened for errors. If an error was noted, the student reading had to repeat the sentence with the error word until the sound was made correctly. The students then reversed their roles.

The dyad technique, while theoretically a very useful tool in speech-improvement work, did not prove to be as successful as anticipated. This was due not so much to the inability of the trainee to discern the errors heard as to their unwillingness to relay them to the speaker. The trainees never quite accepted the proposition that, in pointing out the errors they heard to the person who was making them, they were rendering a valuable form of constructive criticism. They were more concerned with not "hurting her feelings."

Public Speaking. While procedures in public speaking were used particularly during the last six weeks of the course as techniques for carry-over of the specific sounds and correct grammatical usage, throughout the articulation unit, assignments were given to the students to read and explain news articles, read assigned material on a specific sound, or tell a joke. These oral assignments were evaluated and criticized according to the students' use of the particular sound that was being studied that week.

Conversational games, such as "What's My Line?" "Password," etc., were employed to elicit speech from the students for practice on particular sounds. The students were also asked to write and give orally poems and short stories using specific sounds. These techniques not only helped with discrimination and identification of individual sounds, but they were good devices for the carry-over of these sounds.

Stress and Intonation. Articulation improvement was effected also by exercises in stress and intonation. It is deficiencies in stress and intonation that more seriously affect the stenographic ability of the trainees. The greatest disparities between the pronunciation of the dictator and the stenographer are usually found in the stress and intonation patterns. Thus, these patterns are a consistent source of inaccurate transcription and an obvious target for concerted practice.

Stress errors were most evident in words such as police (PO lice) or president (pres i DENT). So consistent are the stress errors in the speech patterns of the disadvantaged in each subcommunity that these words were included as some of the "markers" of Southern substandard speech in Schaffer's study.

Stress and intonation errors were corrected in the same manner as sound errors; that is, by using the five-tape series and by progressing from word discrimination, to phrase discrimination, to word production, to phrase production, and finally to dialogue.

Unit IV - Grammatical Usage

After the articulation unit, the grammar unit was considered the most helpful in making the speech patterns of the trainees more acceptable to the business community. Many employers claim that it is not the dialect of the disadvantaged person that is objectionable in a business situation as much as his incorrect use of grammar.

Objective and Evaluation. The objective of this unit, as stated in the outline, was to improve spoken grammar.

While much was done in this area in the short space of three weeks alloted to this phase, the therapists felt that progress was still limited. The unit could have been, or should have been, more expansive if time had permitted. Also, the work in the other classes, English particularly, should have been coordinated with the work in the speech area to reinforce the really basic grammar work that the trainees so urgently needed.

Procedure. Certain of the sub-units of Unit IV, including work with the verb "to be," the third person singular verbs, and possessives were attacked through auditory stimulation and repetition. This was achieved through the use of tapes in the manner described in previous sections of this report and with dyads. The only difference in the tapes was that there were no discrimination tapes, only oral production.

Other sub-units, such as the elimination of the double negative and the verb "to say," employed the use of the dyad only.

Students experienced extreme difficulty and exhibited an amazing lack of understanding with the third person singular verbs. It took six tests in this area to master on paper and tape this grammatical difficulty. Even then, our therapists did not feel that the mere fact that the trainees passed the necessary tests indicated complete understanding or correct usage by all.

This feeling has been substantiated by the fact that the only criticism the counselors have received about student speech on the job has been in this one area.

This weakness has been further observed in disadvantaged people who have entered the professional fields, such as teaching. It has been concluded, then, through observation and experience, that training in the use of third person singular verbs should receive extended and more intensive consideration in future programs.

Unit V - Oral Participation

Once the articulation and grammar units were completed, a unit of oral work became the "proof of the pudding," so to speak. Did the mastery of sounds and blends and the mastery of grammar difficulties carry over from the test and drill situation into casual or every-day speech? Had there been improvement in these areas in free speech? Could the trainees, as a result of their speech training, speak more effectively in formal situations; such as, before groups, in an interview situation, or in a panel discussion?

These were questions the therapists tried to answer in the three weeks devoted to oral work prior to the final testing.

As we mentioned before, oral work was not reserved for this unit alone. The students delivered many speeches throughout the course. The evaluation of these provided information as to which students needed work on what specific sounds or grammatical errors. They also enabled the students themselves to know where they were weak and needed further practice.

Prepared Talks. One of the specific techniques of public speaking that was utilized was to have each student give a one-minute talk on an exciting, sad, depressing, or frightening event in her life. Another assignment--also one minute--was a speech about "The Person I Most Admire." Another was an illustrative talk in which the student had to tell how to bake a cake, cut out a dress, or drive a car. Still another was a projection of their hopes for the future.

While these topics could scarcely be classified as "original," the thoughts expressed during the talks often revealed valuable insights into the trainees' characters, thinking, and behavior. More important, they became the source of real enjoyment as far as the trainees were concerned. This enjoyment heightened their interest in the subject and their desire to express themselves more adequately so that they could communicate their thoughts and experiences to their peers.

Impromptu Talks. Some of the oral work consisted of assignments of an extemporaneous nature. They had to tell a story, as if relating it to a child, interpret a quotation, or repeat a joke they had heard. Another assignment consisted of drawing a maxim out of a grab-bag ("A stich in time saves nine," for example) and explaining it to the class.

Dialogues. Sometimes the students prepared and presented dialogues. They divided into groups of two or three, thought up imaginary situations with personal, social, domestic, or business themes, made up scripts, and acted them out.

These dialogues were extremely helpful in carry-over. In addition, they strengthened class spirit. Without encouragement from the teachers, students competed with one another for a greater degree of excellence. Some would go to extreme lengths to provide costumes and props to make the short dialogues more realistic and entertaining.

In the process, too, much talent was discovered. This revelation resulted in a greater pride in their school and in their associates. These speech exercises also made a remarkable contribution toward a spirit of camaraderie during lunch and free periods, as well as out-of-school activities.

Poetry Interpretation. On two occasions, the trainees had to present a poem of at least 14 lines, reading it before the class, and then interpreting it. Many failed due to lack of preparation. Did they neglect preparing for these assignments because previous educational background had left them with a sense of inadequacy in handling them? The therapists tend to think along these lines because it was the only instance where almost total disinterest was evident.

Formal Discussion. A technique that was particularly successful and enjoyed by most of the students was the presentation of the formal discussions. Topics of interest to the students were assigned to groups of six people, who then prepared panel and panel-forum discussions. Although the students did not organize or conduct the discussions according to formal discussion rules, they did present some interesting and well thought-out opinions.

Toward the end of the course, the students were asked to discuss certain aspects of this project and its value to them. They discussed such areas as administration, curriculum, methods, textbooks, and counseling. The criticisms offered were extremely constructive. In fact, so much so, that they have been recorded and will be seriously considered and acted upon the "second time around."

Feeling free to express frustration over the grading system or the honor roll, interest in, and suggestions for, extra-curricular activities, approval or disapproval of certain programed material, contributed a new dimension to the trainees' feeling of "belonging."

Such discussions and favorable faculty reaction to them have encouraged, we believe, the recent telephone calls from working students who are eager to let us know what features of the program have helped them most in their new jobs and what areas they felt were neglected, in light of their on-the-job experience. They know we want to hear their suggestions, and that we will give every consideration to them.

Fomal Speech. Trainees were also required to give a five-minute formal speech. In their personal evaluations of the speech program, many expressed the opinion that they could have done a better job with this assignment had they had more instruction in preparing a speech and in delivering it. A rostrum, they indicated, would have been helpful in the actual presentation.

Many of the girls, at this point, voluntarily engaged in a speech contest with the theme, "What the Adult Education Project Has Meant to Me." The winner of the contest was the featured speaker at the graduation exercises.

Evaluation of Public-Speaking Techniques. On the whole, these public speaking techniques were highly successful in many ways. They offered a method of practice for carry-over of specific sounds and grammatical structure; they presented the teachers with a means of criticism and evaluation of student progress; they afforded the students an opportunity to become better listeners and evaluators; and, lastly, they were an enjoyable, tension-relieving device for eliciting relaxed speech.

In all of the oral assignments, it was found--as it had been anticipated--that many sound errors were still occurring. These sound errors were most evident in the "th" and stress categories. However, in both free and formal speech situations, improvement in articulation was more definitely discernible than improvement in grammatical usage.

Unit VI - Retest

During the final week of the course, the articulation tests used at the beginning of the program were re-recorded and analyzed. A more detailed description of the analysis of these tapes will be given in the next section, "Technical Analysis of the Change in Speech."

TECHNICAL ANALYSIS OF THE CHANGE IN SPEECH

The "Grandfather Passage" and the Shaffer sentences were the bases of the articulation test in the beginning of the program for the purpose of diagnosis. However, the Shaffer sentences were also found to be a good vehicle for comparison.

Global Evaluation. In the beginning of the course, when the students had read and recorded the Shaffer sentences, the speech therapists had listened to the tapes and marked errors on a score sheet. When all of the tapes had been marked for errors, a numerical global rating was given to each student. Each artic test was given a rating from 1 to 7, with seven as excellent and one as poor.

When the course work was completed, the test was re-administered and marked in the same manner. Of the 86 students who completed the course, 72 per cent showed an increased rating from one to four points on the Shaffer. Twenty-eight per cent showed decreased ratings. Only 1 per cent showed a decrease of more than one point, however, on the rating scale. This difference of one point is easily within the realm of personal error.

Consistency of Errors. Those errors that were prevalent at the beginning of the course were also in evidence in general speech at the end. Grammar errors, especially in the third person singular, were very much in evidence. Misplaced stress within words was still prevalent.

The therapists devised a group of sentences which include many of the words which show stress error. They used it originally as a production check during the course of the program. It was re-administered during the final testing and recorded on the same tape as the Shaffer test. This was not done for pre-post comparison, as the test was not administered in the initial stages of the program.

When these sentences were administered as a production check,. the grades were very low. After the production check, the students were given the list of "trouble" words with correct pronunciations and told that the test would be readministered at a later date. Even then, the results were not so good as expected.

In these sentences,which follow, the trouble word is underlined.

1. January and February are the coldest months in Louisiana.
2. The president's funeral was yesterday.
3. I said I like almonds.

4. The police figure that she drowned.

5. She hit her escort on the forehead.

6. The chimney and the column made with cement are beautiful.

7. Tuesday the athlete gave similar pictures to the children.

8. I often get fourteen books from the library.

9. The statistics on traffic accidents are frightening.

10. War makes us humble.

Points of Departure. The previous discussion brings up a very important point in terms of the analysis of "trouble spots" and points of departure for work in class.

In regular articulation speech therapy work, a person is tested for sound errors. These can consist of substitutions (saying a "w" for an "r" sound, as in rabbit), omissions (completely omitting a sound, i.e., leaving out the "n" in snake), or distortions (a lisp). The person tested may have one or more sound errors of one or more types. However, he will usually be consistent in his error. In other words, the child who substitutes "t" for "s" will do so in all words and probably in all sound positions (initial, medial, or final). For example, a child with the aforementioned sound substitution will say "tun" for "sun," "biticle" for "bicycle," and "hout" for "house." Although there may be a few instances in which the child makes the sound correctly, this is unusual.

This was not the set-up for the speech pattern for this group. Except for the "th" sound error (which is pronounced as a "t," if the "th" is voiceless, and a "d" if the "th" is voiced), there is no one sound error or pattern which is "universal" in its mispronunciation in all positions in the word and at all times. The other sounds worked on are misused as frequently but not always and not in all positions in the word. Three things can be noted which may be (and in most cases are) more important than sound errors.

1. Omission of final consonants. This is a traditional Southern trait and one which is not exclusive to this dialect, although it may be more in evidence here.

2. Incorrect oral grammatical usage. This will require more work in the future programs. The areas worked on in this program were the right ones, but more time needs to be placed on these areas--especially the third person singular. The almost total lack of knowledge of this verb form was unbelievable.

3. Misplaced stress. This is probably the one single feature which characterizes this type of speech. The speech associated with the program can find no system to this type of error. Many of them are shown in the test on pages 27 and 28 of this report. However, more research must be done in this area. It is almost necessary to talk to the man on the street and write down these words. Even if no system to the misplaced stress error could be found, a list of commonly misstressed words, at least, would be valuable.

The frequency and difficulty of this type of error--misplaced stress--also showed up in the results of the production checks. The scores were extremely good for most sounds. This made the curve of the number correct very high. However, if we look, not at the scores, but at the rank of the results on the production checks, it is revealing.

Scores in the stress unit were lower than scores in the other units. Although the scores for third person singular and final "st," "sts," "sp," "sps," "sk," and "sks" were low, they were higher than the stress scores. The scores for the "th" sound were high. It is easy to see this sound in a word and perhaps this accounts for the high score. A "th" sound is always spelled "th," which is not the case in some of the other sounds.

Carry-Over. The greatest problem in the course was carry-over--correct usage in unguarded moments. With the exception of the dipththong sound in "oil," "boil," and "oyster," students could produce any and all sounds in their assignments. However, a casual observer of their everyday speech would notice, in the early stages of the course, that much of their new pronunciation was restricted to the speech class and did not carry over to informal talk.

As the course progressed, the students became more aware of the necessity to use the new pronunciation at all times, if they were truly to master it. Thus, toward the end of the course, students, especially those who were making the most progress, consistently corrected themselves in private conversations. Progress in unguarded moments, they realized, came slower than in oral reading, and required consistent efforts throughout the day.

Due to the set-up of the program, time limit, and size of the class, it was impractical to remain on any given sound until at least some carry-over had begun, as is done in traditional one-to-one speech therapy.

SUBJECTIVE EVALUATION OF THE CHANGE IN SPEECH

Most speech and linguistic specialists would agree that six months is a very short period in which to change radically or noticeably the speech patterns of a lifetime. However, it can be stated and documented that mastery of sound deviations did occur and that grammatical usage was improved to the point that the trainees became acceptable to the business community. This mastery of sound and grammatical usage in testing situations carried over to a corresponding degree in free, casual, and formal speech situations. It is true that this carry-over would have been more significant had the program been longer, but the awareness of good speech habits developed during the program will undoubtedly result in more improvement as time goes on.

However, there are many results of the training that have more far-reaching implications for the trainees and the community.

Trainees' View

From a group of disinterested, mildly resentful, and understandably suspicious women at the beginning of the speech program emerged a more confident, more poised, more stimulating group of job applicants at its conclusion.

By-Products. The speech experience was the most fruitful or most beneficial part of the program. This is not a staff judgment, but an actual evaluation put forth by the students themselves. They derived from the work and the assignments more than just speech improvement.

They acquired a greater sense of their own worth by developing their ability to communicate their ideas more effectively to others, a sense of pleasure in ridding themselves of the timidity that had gripped them in stating their opinions, and a keener sense of understanding of their colleagues through a mutual exchange of experiences and ambitions.

This newly won, not easily come-by, self-confidence certainly has to be considered when examining the reasons for their successful placement on the job. It will also be a vital factor in other areas of their life. It will undoubtedly make them better wives, mothers, PTA members, and citizens.

The speech program definitely improved their self-concepts by increasing their faith in themselves as articulate members of society.

Businessmen's View

From the very beginning, most business people of the community were intrigued, if skeptical, about the speech-improvement program. They heartily endorsed it, commenting that speech was a definite barrier to employment of disadvantaged applicants.

Many prominent supervisory and managerial personnel acted on the speech committee of the advisory council defining the target dialect for the therapists; listening to and evaluating tapes of students and recording their own voices for classroom use; preparing interview scripts; and serving as interviewers in model interviews.

Model Interviews. During the model interviews, interviewers were asked to evaluate the speech of the applicants on a 7-point global evaluation scale, similar to the one used in the artic tests. An analysis of these evaluations reveals that 81 per cent of the trainees were rated at the 5, 6, or 7 point of that scale, indicating acceptability in any office situation.

One of the businessmen commented after the interviews, "I wish I had heard these students before the program began. I don't know if you had an excellent selection process, or if your staff did an outstanding job."

Job Interviews. Since students have been placed on the job, employers have been questioned about the speech patterns of the trainees. Many admitted that the trainees were hired on the basis of their speech. "I liked the manner in which she presented herself," was the comment of one such employer.

Even in job interviews, where trainees failed to get the job based on other considerations, personnel men frequently called the school to comment on the speech and poise of the applicants.

One interviewer, who is a member of the non-white community, expressed the belief that, as a result of accepting the speech program in the right perspective, the students developed further the ability to accept constructive criticism, a quality that will be an asset to them on any job.

As an incidental but important side-effect, the speech training has made them more alert to following directions, another asset highly rated by businessmen in any office situation.

These two factors--ability to take constructive criticism and to follow directions--will be discussed in the next section dealing with the special problems that were encountered in the program. These problems were not problems in the teaching of speech itself, but they definitely have a bearing on the results of the speech instruction. They should be considered in any program of this type.

Employer Speech Evaluation. In August, the Adult Education Department of St. Mary's Dominican College sent out a speech evaluation form to seventy-two employers. Thirty-five returned the questionnaire.

In this evaluation, the employers were asked first to compare the students' speech with that of other beginning employees in the same age bracket. Of the thirty-five replying, 67 per cent indicated that our graduates' speech was "good," as compared with "excellent," "fair," or "poor."

In the category of voice characteristics, 67 per cent were evaluated as "just right" in pitch; 77 per cent, "just right" in rate; and 55 per cent, "just right" in intensity.

Sixty-four per cent were rated as "good" in articulation or enunciation. No one answering could identify or isolate any sound substitutions the students made.

In the area of word pronunciation, 67 per cent were rated "good." The employers could not specify any words that were consistently mispronounced.

The questionnaire attested to the fact that the speech course did help in other areas. Employers stated that the graduates communicated effectively with their supervisors, that they asked questions when they were not sure what to do, that they spoke freely and easily with co-workers, and that they followed directions carefully.

Ninety-seven per cent of the employers returning the questionnaire stated that they had heard no criticism of the graduates' speech in the office. Only one employer felt that the graduates' speech would be a hindrance to promotion.

SPECIAL PROBLEMS ENCOUNTERED

The problems in this section can be classified as attitudinal problems. The burden of responsibility placed on the students in such a course and their willingness to change their speech patterns have a direct influence on the outcome of such a course.

Willingness to Accept Instruction

At the beginning--even after the orientation lectures--the students were not realistic in their approach to the speech course. Although nearly all of them admitted in the pre-course screening that everyone could benefit from a course in speech improvement and they believed such a course would be helpful in their own situation, thinking was a little different when the actual instruction began. They seemed to feel that they were being trained as secretaries and that shorthand and typing were the only prerequisites. Speech was a "frill," an "extra."

The orientation lectures helped to modify this attitude, but this attitude did prevent the classes from "meshing" for several weeks after the course began.

What really convinced them, as we mentioned before, was listening to their recorded artic tapes before starting into specific work on sound errors. We would infer from this that there is a need for more recording and listening during the sessions.

In addition, the therapists spent considerable time during the course convincing them of the worth of speech improvement and building their morale to a point that they would take a more intense interest in the course.

Integrated Classes

At first some of our Negro students indicated resentment toward speech training. It appeared to them that the predominantly white faculty of the project was trying to change them from what they are to what the white man believes they should be. Having integrated classes went a long way toward solving this problem and dispelling such an illusion.

The therapists took the approach that the course was designed to improve any and all sub-standard patterns found in speech in the New Orleans area. For all students--both Negro and white--they were aiming for good, standard, Southern speech.

Since white students went through exactly the same training, the unfortunate racial overtones to the training were dissipated.

Terms Important. In the work plans for the training, there was no distinction made between Negro and Caucasian. The work plan differed from student to student, as each had her own problems, but this was strictly a division by speech problem, not by race.

At no time was the term "Negro dialect" used by the faculty or staff in referring to the speech training. Instead, Business Speech was used.

Strong expressions of resentment toward the language in an article in the Wall Street Journal about our program indicated that an avowed attempt to "change the Negro dialect" would have been highly insulting. Perhaps with a group on a higher educational level--teachers or professional people--this resentment would not have been present. This resentment diminished as the program progressed, however.

Constructive Criticism

Due to the nature of the course, the speech therapists explained to the students that the course would be effective to the extent that they could be frank and honest with one another. They could only improve through criticism. At first, they felt that they could do nothing right, that the speech teachers were just looking for weaknesses. However, they adjusted to this when the teachers explained to them that they were not being criticized for personal reasons, only for speech errors. The teachers also told them that, as the course progressed, their "ears would get better, " and they could criticize one another, find fault with their teachers' speech and criticize them.

In the beginning, criticism was given in slight doses. Slowly, the students stopped resenting criticism and being shy about it and began welcoming it. They started criticizing one another. Although this process proceeded more slowly than in a normal classroom due to the nature of the course, nearly all were able to give and take criticism. The ones who could not were ones who would find it hard to accept criticism in any situation.

Development of Responsibility

The therapists tried to build up a sense of responsibility in two areas where they felt this was especially lacking.

For example, the therapists noted that it was difficult for the students to follow even simple directions. Because they knew this was almost as important as the ability to take shorthand and to type, the therapists tried to alleviate this weakness by giving failing grades on tests if directions were not followed to the letter, even if all the answers were correct.

Students were also made to feel a sense of responsibility in making up work that was missed due to unexcused absences. The burden of responsibility to make up such work when absent was left entirely up to the student. The teachers were willing to cooperate fully when approached by the student.

For example, if a student was absent, it was up to her to make up the work she missed in class on that day. If she did not do so within a certain period of time, a failing grade was given.

While such penalties may seem harsh, these qualities are so important in the business world that we thought they should be dealt with in such a manner. By the end of the course, the therapists felt that following directions and assuming responsibility for work missed were so well instilled in the speech classroom that they feel they will carry over to other areas of the students' lives.

Cultural Background

A very basic problem in this course was, in reality, we suppose, the very reason for its existence. The students were extremely poor in English and in general background information. They need a thorough and extensive enrichment of this background. Their use of the English language was so poor in some cases that they could not write simple sentences, to punctuate correctly, or to spell anything but the simplest of words.

In the speech course, this enrichment course could take the form of vocabulary work. Since the therapists were not prepared for the limitations of the students to the extent that they existed, they did not go back as far as they should have to fill in some of the gaps.

In another program, such an enrichment program is planned. Even though the age group is older and the process would be slower than for a younger group, we feel that the benefits that would accrue from such a program would be certainly worth while.

Cultural Background and Self-Concept

An enrichment of the cultural background of the students and an improvement in their articulation and ability to express ideas, would definitely enhance the self-concept of the disadvantaged person. Too often these people seem passive or disinterested, when actually they are enthusiastic and curious, but they have a tremendous inferiority complex about their knowledge of what is going on about them. Rather than reveal their lack of information, they keep quiet.

In another program, planned reading of current books and magazines, lectures on current events, instruction in parliamentary procedures, will all lead to increasing their self-confidence, escalating their self-concept, and encouraging them to take a more active role in the world in which they live.

OVERVIEW

The Negro dialect is defined, very loosely, as having the following characteristics--articulation, deviation, grammatical errors, and an unusual or distorted rhythm pattern. All of these deviations should be covered within a dialect remediation program. This, together with an organized effort to change sub-standard speaking habits, can be combined successfully into a speech-improvement course.

An understanding of the speech mechanism is basic to change. A great deal of stimulation, followed by group and individual practice, is necessary to increase the use of the correct phonemes, phonemic patterns, and structures.

The two main objectives in this type of speech-improvement course should be the following:

1. To train the students to be able to use more standard speech in business situations where they would be penalized for not doing so; and

2. To work on general voice improvement and to correct the students'

pronunciation and grammatical errors as they present themselves in this population.

The "Secretarial Training with Speech Improvement" course proved that dialect shift can be effected. It did reveal, however, that results of a more permanent nature could be achieved if the amount of time devoted to such a course would be longer so that more casual speech exercises could be introduced. Also, dialect shift would be more beneficial if it were allowed to take place at an earlier age when the students would be more flexible in their speech patterns. Much of the same situation exists here as exists in the foreign language instructional programs. Learning a foreign language is much easier for a child before he reaches ten years of age than beyond that stage.

The results of the speech-improvement course were quite noticeable at the graduation exercises when the students were allowed to conduct the entire program themselves. An audience of approximately one thousand people expressed amazement at the articulation and poise of the graduates.

The students themselves were very proud of their accomplishments in this area. In fact, they facetiously suggested that we invite the television people to the ceremony so that they could record for posterity the fact that the students no longer said, "Dis," "dat," "dese," and "dose."

CHAPTER TWO

THE IMPACT OF BUSINESS SPEECH TRAINING ON EMPLOYABILITY

The Horatio Alger stories are no longer "in" items on our literature shelves. But the message they imparted--that everything is possible in America for those with determination, willingness to work, and perseverance--is experiencing a revival today.

Some of the placement stories connected with the Secretarial Training with Speech Improvement program have this Horatio Alger theme with a modern twist.

For example, a mother of six, who had never earned more than $6 a day as a domestic was the first trainee to be hired from the program. She now earns $65 a week. This story is more dramatic for those of us who witnessed the tremendous personal obstacles this woman overcame to attend classes, the coordination she had to develop to learn to type, and the extremely sub-standard speech patterns she had to improve.

Her placement came as a result of one of the model interviews. The interviewer was impressed with her poise, her self-assurance, and the manner in which she presented herself. He convinced a fellow businessman to give her an opportunity. Today, she is a stenographer in a medical clinic, well liked by her co-workers, and progressing well in her duties on the job.

Another trainee entered the course with this one hope to sustain her through the long, difficult months: her training would transform her own life and her children's lives. She had worked in a restaurant kitchen from 6 p.m. to 2 a.m. six days a week for $26 a week. At the end of the course, the offer to be secretary to the dean of women at one of the local universities seemed an ideal one for this leader in our school, this substitute mother for many of the younger girls. While her salary of $225 a month is lower than most of the girls' salaries, this trainee is happy with her job, her pay, the hours she works, and the particularly pleasant working conditions.

A third trainee, with two years of college to her credit, had never worked before. She had been rejected in many interviews. After training, however, her one job interview resulted in employment. A pleasant disposition, a well-modulated voice, a willingness to do more than is expected of her, good skills, are some of the qualifications that she brought to her new job as a stenographer clerk for a large national organization. Her salary is $289 a month and may increase to $325 in this job classification. This trainee--as with seven others in our program--is the first non-white in her company.

The success stories are many, but the pattern seems identical: they came, they were heard, they were hired. As of this date--four months after graduation--90 per cent of the trainees have been hired. Those who have not been hired are those whose skills were below the average at the termination of the course.

The lapse of time between graduation and placement of 78 of the 86 students was not directly attributable to the lack of job opportunities. There are still shortages in New Orleans. Neither was it attributable to lack of requisite skills. The greatest difficulty in placement lies in the traditional reluctance to hire non-white clerical help.

While the responsibility for placement theoretically rests with the Louisiana Office of Employment Security, the Adult Education Department of St. Mary's Dominican College has voluntarily assumed a great portion of this responsibility. The chief factor in proving the effectiveness of our program, as far as we are concerned, is placement.

The plans we have used in securing jobs for the students have been varied and have met with varying degrees of success.

JOB PLACEMENT

Technical Advisory Committee

During the course itself, a Technical Advisory Committee was formed to aid in community acceptance of the program, to assist the speech and business education departments in setting up goals and standards, and to work toward placement of the students. The committee consisted of twenty-four men in personnel or managerial positions.

As a result of the contacts they made, many employers visited the school, watched the operation of the classes, and observed the calibre of the students, their interest in their work, their appearance, and their over-all attitudes. Many of these men arranged to come to the school at the end of the course to interview prospective employees.

We were disappointed that more of the companies represented on our Advisory Council are not represented on our employers' list. While admittedly interested in the program and impressed with the students and their progress, very few have been able to hire our graduates. This inability to hire has been attributed to employment moratoriums, influx of high-school and college graduates into the labor market, and operational change-overs. Only fourteen of our girls have been hired by Advisory Council members. These fourteen are in eight different companies.

However, we cannot deemphasize the help that this committee has given us in preparing the students for job interviews. The model interviews, which were conducted by these men on six different days, did much to increase the self-confidence of the students. By pointing out the students' weaknesses prior to the actual job interview, they provided the counselors with an excellent base for suggesting improvements.

The time these men devoted to the interview project, the interest they evidenced in other situations, and the many constructive suggestions they made to the students and the staff during the course of six months certainly reflect the willingness of a segment of the New Orleans business community to help those who try to help themselves. We would certainly use such a group again in a new undertaking, although we may revise our membership list and broaden it.

Personal Contacts

In addition to the contacts made by the Technical Advisory Committee, additional personal contacts were made by a field representative, a young lawyer who was interested in the project and willing to devote some of his time, during the latter part of the course, to this chore.

During the final weeks of the program, our field representative made approximately 125 calls on companies in the New Orleans community, who were prospective employers for our trainees. He was well received by the personnel people of the firms he visited and was given every courtesy and consideration.

However, this phase of the placement process proved to be a dismal failure. While these visits served to acquaint a large segment of the business population with the program and while employers seemed enthusiastic, particularly about the speech phase of the program, only one trainee was placed with this group of 125 companies.

It is difficult to analyze the reason for this failure. Several have been offered: (1) Each employer should have been contacted two or three times, rather than once; (2) the companies upon which he called were not actually prospective employers because of the limitations of their office force or their discriminatory employment policies; and (3) the contact persons should have been the decision-makers or the policy-makers of the organization, rather than those who have to convince their superiors before acting in a non-discriminatory manner.

However, the administration feels that the personal contact is the most valuable tool in the placement process and will be expanded in a new program.

Federal, State, and City Civil Service

The staff made arrangements with several of the civil-service agencies to test the trainees for eligibility for city, state, and Federal positions.

Federal Civil Service. Representatives of the U. S. Department of Agriculture visited the school on May 26, 1966, to administer the pre-employment tests to the trainees. At the same time, typing and shorthand instructors in the school provided certificates of proficiency to these agents for those trainees who qualified.

As a result of these tests, 42 qualified for Typist GS-2; 14 for Typist GS-3; 19, for Steno GS-3; and 4, for Steno GS-4.

The Federal Civil Service job offers, in many instances, came after the eligible trainees had been hired elsewhere. However, two have accepted jobs with the Federal Government.

State Civil Service. We were unsuccessful in our efforts to have the state civil service administer its test in our school on a battery basis. However, approximately fifteen of the girls took the test. Four received jobs as a result of of their standings on the state civil-service rolls.

City Civil Service. The City Civil Service agency did agree to administer its series of employment tests shortly after graduation to all students who desired to take them. The results of these tests have since been accepted by several of the employing organizations, such as the Orleans Parish School Board, so that it was unnecessary for the organization to administer its own test.

Only one student has been hired to work in a department of the city government.

Newspaper Advertisements

The majority of the students were placed as a result of advertisements appearing in the daily papers. When an ad appeared in the paper for which we believed some of our students qualified, our office would make contact with the employing company, explain the purpose and curriculum of the school, and arrange interviews for several students.

The Adult Education Department also placed an advertisement in the morning paper advising employers of the availability of our trainees. There was a good response to this ad measured in the number of calls, but no placements occurred. This was due to the fact that the eighteen employers who answered our ad were seeking white employees, and all our white graduates had been placed.

Evaluation of Job-Placement Efforts

Efforts have been exerted in many different directions to secure job placement for the graduates of the "Secretarial Training with Speech Improvement" program. The Technical Advisory Committee and the field representative opened many doors. The additional efforts of the staff and the Louisiana Office of Employment Security have made further advances toward the goal of 100 per cent employment.

The most significant factor to be observed in an analysis of job placement is this: our students faced considerable competition in their quest for jobs. They competed with high school and college graduates of both races, as well as graduates of reputable business schools and experienced personnel seeking job changes.

No student was handed her job on the basis of her having completed the special program offered by Dominican College only. First, she had to meet requirements set up by the individual business in the nature of standardized and skill tests. When these hurdles were surmounted, her personal interview was the final determination in placement.

More than any group presentation or recommendation by businessmen or staff, the trainee's personal presentation of herself, her skills, and her particular qualifications for the job, convinced the employers of her employability potential.

The competition was further stiffened by the fact that only a small percentage of the companies in the New Orleans area are equal-opportunity employers. Those who are not compelled by the Civil Rights Act of 1964 are unwilling to hire voluntarily Negro girls for work in their offices. Eighty-three per cent of our students were non-white. Even among companies legally required to hire Negroes, there is a good deal of subterfuge and foot-dragging in fulfilling the requirements.

Pilot Placements. Only eight of the trainees are pilot placements--the first Negro women hired for clerical or stenographic positions. These eight are distributed through five companies. One company has hired three of the eight trainees; one company has hired two; and three others selected one trainee each to initiate a breakdown of race barriers within the office staff. These five companies represent about 2 per cent of the 262 firms contacted by our job-development staff.

In choosing their employees, the personnel men from these officers were extremely careful in their selection. They wanted girls who would compare favorably in every area, including speech, with white applicants for the same job.

While considerable advances have been made in New Orleans towards achieving equal opportunity in employment, certain incidents indicate that there is still a long way to go. For example, three of our trainees were sent to compete for the same job in a national insurance firm. Two of the trainees were Negroes, one white. The white girl got the job.

While the personnel manager went to great lengths to assure our counselors that the white applicant was the most qualified for the particular position open, the white girl herself felt that discrimination had been practiced. She said to us, "I know that the only reason that I was chosen over the other two girls is the fact that I am white." She based this assumption on the judgment that her educational background, skills, and appearance were inferior to those of the Negro girls--a realistic evaluation, from our point of view--and on an awareness of resentment in the office toward the presence of Negro applicants.

Token Integration. Nineteen of the other students are employed in companies who have hired one or two Negro girls in the past and are expanding this practice. Fifty others are employed in Negro organizations or with the Federal government.

Acceptance on Job. The trainees, for the most part, have been accepted in the offices where they are working. Many not only get along well during office hours but they are invited to lunch and parties with their white co-workers. Only one has experienced isolation or ostracism in her employment.

Their attitude toward the unique position in which they find themselves is further indication of their self-assurance and self-confidence mentioned earlier in this report. They regard the situation as a challenge to do their best, to make a reputation for themselves and their school, in order to open the doors for those who will follow them.

FOLLOW-UP

In the weeks since placement began, our counselors have made a systematic check of students on the job to determine adjustment, progress, and chances for advancement on the job. The results have been very encouraging.

Duties of Trainees

It was to be expected that most of the trainees, due to their lack of previous business experience, are not beginning their business careers as stenographers or secretaries. Most are starting in more routine types of clerical positions, with the possibility of upgrading as they grow in the job.

Four of the trainees, however, hold positions which would classify them as secretaries. They take dictation and handle routine office duties for individual supervisors or executives. Two of these are secretaries to white men.

The other girls type, file, answer the telephone, or act as receptionists. In qualifying for these jobs where public contact is essential, speech was an important consideration in employment. One girl has even accepted a position as a full-time telephone operator while waiting for a stenographic position to open within the telephone company.

There was some criticism in two instances of telephone technique. One employer complained that our graduate spoke too softly on the phone. The other said that the trainee lacked confidence in handling important decisions on the phone, but feels that this will improve as she becomes more familiar with other aspects of the job.

Several of the students work in admitting offices of hospitals where they must meet and work with both white and Negro patients. Their supervisors have been loud in their praises of the way they have handled themselves and of their tactfulness, patience, and good dispositions.

Another student is the only clerical employee in a roofing contractor's office. Most of his business is transacted over the telephone. Her boss promises to gradually give her more responsibilities and more money because of the way she handles this phase of the business. This twenty-eight-year-old mother of three had never worked steadily before training, but now earns $360 a month.

One of the large medical schools recently hired two of the trainees. One of the applicants was another mother of six, who was hired because of her serene manner and gentle way of speaking, as well as for her secretarial skills. She will work in the radiology department.

The other will be working in the psychiatric department, acting chiefly as a receptionist for the many professional men and women and their families who make regular visits to the hospital for counseling sessions. She was chosen because of her ability to meet these people, converse with them, and help them in any way she can. The personnel manager said that her speech was an important factor in his decision. He added that she was the best applicant, Negro or white, he had interviewed during the past six months.

We could cite something similar in almost each case on record. To make our point, however, let us say that all of the girls are in jobs where personal contact is a built-in function of their jobs. It is not presumptuous to assume that the ability to perform this function figured prominently in their selection for the job. According to reports from people supervising them on the job, their selection, in this phase, has been justified.

Intra-Office Relations

Even though many of the girls are in positions that are unique, as we mentioned earlier, they have, in general, adjusted to the job situation and the people with whom they work. We have mentioned only one situation where this is not so. In another situation there is resentment by fellow staff members. Two reasons can be offered for their attitude: (1) she is replacing someone whom they admired a great deal and who was released unfairly by a temperamental boss; and (2) the trainee is much younger than the rest of them. Her supervisor feels that time will alleviate this situation. Once the staff gets to know the girl and appreciate her for what she is, rather than comparing her with someone else, they will accept her. The basis for this intra-office difficulty is much different than in the first situation where rejection is based on racial prejudice.

In several of the companies, the managers helped the newly employed in their adjustment, informing fellow employees ahead of time of the pending pilot placement. These managers wrote memoranda in which they emphasized the student's background--her education, her special training, and her hobbies, if they deserved notice. The supervisors, in most cases, saw to it that the trainees met the people with whom they would work, observed if they went to lunch alone or with someone else, and generally encouraged acceptance in every way they could.

In these companies, the supervisors state that the trainees get along well with others and cite as a principal factor in the good working relationship their willingness to accept suggestions, instructions, and criticism. One personnel officer has suggested that the procedure of constant self-criticism and mutual correction in the speech classes has served a valuable function in preparing the trainees to be open to criticism and suggestion. Once they have learned to accept criticism in the highly intimate and personal area of speech habits, they are willing to accept it in other areas.

Another reason for excellent intra-office communications is the fact that our trainees feel now that they can meet people on an equal basis. They are not self-conscious of the way they speak, of the way they are dressed, or of any inadequacy of skill. This certainly would not have been the situation several months ago. In fact, outshining other employees may cause more difficulty than not measuring up.

Chances for Advancement

While it is too soon to speak of advancement and promotion, several incidents have occurred that justify its mention at this point. Almost all of the supervisors say that advancement is a natural step as months of service and responsibilities within a certain job increase.

In some cases, however, advancement may come sooner than expected. One of our trainees hired as a check typist in an insurance company was promoted to claims processor after six weeks on the job. This promotion is accompanied by a pay raise of $20 per month.

Another girl, who was hired as an assistant to a secretary in a department, will be groomed for the secretary's job. The secretary announced her resignation unexpectedly because of a change in her husband's plans. The personnel manager in this particular situation feels that the trainee, while new to the company, has the qualifications needed. The characteristics of disadvantaged trainees which often block them from receiving such promotions--poor communication skills, ineptitude in social relations, inadequate skills--had been overcome in the training process.

Several of the girls are working with programs administered by Total Community Action. These jobs will end when the contracts terminate in approximately 18 months. However, the trainees feel that the valuable experience they are acquiring will provide invaluable work experience for getting better jobs later on.

One employer in the Total Community Action program stated that our students were employed, not because of any change in the attitude of employers toward hiring non-white workers, but because their skills were competitive.

It can be seen, then, that the trainees have been placed in jobs that double, triple, or quadruple their previous earnings, and which provide opportunity for advancing even further.

EFFECTS ON EMPLOYABILITY

It is difficult to provide statistical evidence for the number of trainees employed as a result of improvement in their sub-standard speech patterns. It is quite simple for an employer to say, "I hired this individual because she can type at 60 words a minute or take shorthand at 80, or operate an adding machine." Speech is a more personal characteristic, confluent with so many other personal characteristics, that many people are not even aware of the degree to which they are influenced by the tone of a person's voice, his inflection, his grammar, and his enunciation.

The effect of speech improvement on employability would have been much easier to explain if we had used a control group. However, in the planning stages of this project, based on what we know about people and employment in this area, we had decided that we would be doing some trainees an injustice by offering them secretarial training while withholding speech improvement.

Therefore, we have had to rely on anecdotes and implications to support our hypothesis. Nevertheless, from the placement record, we feel we have an adequate basis for making the following statements:

1. The trainees were hired in competition with women who were high-school graduates, as well as graduates from special secretarial schools. Where skills were equal, personal interviews were the determining factor in employment. The success of personal interviews depends upon the skills of the interviewer, of course; it depends equally on the ability of the applicant to communicate and to "sell" herself. Business Speech training provided positive assistance to the trainees in making a favorable impression on prospective employers. A key section of the Business Speech program which contributed to making a satisfactory impression utilized interview tapes and dyad practice.

One interviewer who hired three of our students said, "These were the best interviews I have ever conducted. The girls knew just what to say. What's more, they knew how much to say. I had no trouble getting the information I wanted or needed. But they didn't talk too much. It was really a pleasure interviewing them."

This man, as with so many businessmen, was at first very skeptical about what could be accomplished in the speech-improvement area. Some made disparaging remarks when they heard our objective; some had reserved comment while reserving enthusiasm. In this context, their complimentary remarks become all the more significant.

2. No trainees were refused employment on the basis of poor speech. Rejection of applicants can be attributed generally to failure to pass certain standardized employment tests, inadequacy of skills for the job sought, or discriminatory hiring practices. When trainees were not accepted for employment, the interviewing official very often called the school to explain the reasons for rejection. He would invariably add, "I was very much impressed by the poise of the young lady and the manner in which she presented herself."

3. In the past the greatest objection that New Orleans employers have had to hiring of disadvantaged people, particularly non-whites, was that they projected to customers or prospective customers an unfavorable image of the business. Employers insist that the major liability of disadvantaged persons, in terms of company image, is their sub-standard speech. After Business Speech training, our trainees are now filling positions in these organizations where one of their important tasks is contact with people outside of the organization. As receptionists or the persons who answer the telephone, they are, in reality, the "voice of the business."

4. An indirect but critical result of Business Speech training, observed

by staff and trainees alike, was that the trainees became more confident about what they said and how they said it. Interviewers have pointed out that the self-assurance of the trainees was comparable to that of persons with many more years of formal education. This greater self-confidence and self-assurance contributed, in most cases, to greater efficiency, greater employer satisfaction, and smoother relations with fellow workers.

5. Students have indicated on a post-training evaluation form that they feel that the speech course was the most valuable course offered in our program. The sense of accomplishment, quite apart from the actual improvement in speech, has provided a psychological advantage over other typists competing for the same jobs. Speech training as such, then, apart from the speech-improvement resulting from this training, contributed to greater employability. The psychological effects of the training produced greater employability independent of the actual dialect shift.

Thus, Business Speech training increased employability to an extent far greater than might be expected from the language improvement itself.

6. Most people in business admire the trainees for having the courage to be realistic about their weaknesses, particularly speech, and to have the drive and determination to do something about them. This quest for improvement has done much to change many businessmen's "image" of the disadvantaged. Many have modified their mental picture of the disadvantaged from that of a poorly educated, inarticulate laggard, dependent on tax money for subsistence,

to that of an interested and enthusiastic human being, willing and eager to become a contributing member of society.

While this project has been concerned with the effect of speech improvement training in one area of employment, secretarial skills, it is not unwarranted to assume that it might have a similar effect in other areas, especially those in which oral communication is important.

CONCLUSION

We conclude that Business Speech training has sharply increased the employability of disadvantaged trainees, either through the actual alleviation of sub-standard speech patterns or through the self-assurance, poise, and self-confidence it generated.

CHAPTER THREE

PROJECT PERSONNEL

PUPIL PERSONNEL

In our project, we worked with the more advantaged of the disadvantaged group. All of our trainees had had a high-school education; many of them had more. All were tested as to language background to determine if they would be able to transcribe shorthand once it was learned. While this language proficiency seldom correlated with actual years of schooling, our trainees were potentially a more capable group than those in MDTA projects training drop-outs or the over-aged.

Personal Profile

Race. While the program was open to all high-school graduates, regardless of race, color, or creed, final enrollment listed 75 Negro women and 15 white.

As a group, the Negro students were more enthusiastic, more appreciative, more highly motivated, and more responsive to suggestions regarding dress, make-up, and hair styles.

Youth and immaturity could account partially for the lower motivation among the white girls; the majority of the girls were below 24 years of age. Another reason advanced for the motivation differential was that the white students had received better schooling in the language arts, as shown on standard tests. Thus, they did not have to work as hard to reach a satisfactory achievement level.

Age. The age level ranged from seventeen to forty-three. The mean age was 24.

Age, in some cases, had a bearing on the learning of motor skills. Most of our older students took a longer period of time to develop coordination. This resulted in lower achievement levels at the end of the course.

However, the oldest students exhibited the greatest motivation. They seemed to view the program as their last chance to make something of their lives; they did not intend to see the opportunity pass them by. All teachers agreed that they were a particularly responsive group with which to work.

Although the older students also had more domestic difficulties to resolve in coming to school, their attendance record was consistently better than the younger students.

The older trainees had an extremely beneficial effect upon the younger trainees. The experience, wisdom, and level-headedness of the older women balanced the impulsiveness and enthusiasm of the younger girls. The two groups viewed one another with wholesome respect. Much advice was sought; much was interchanged.

Education. Seventy per cent of the trainees received their high-school education in the public schools of New Orleans in totally segregated situations. Twenty-eight had attended college for periods of time ranging from one-half year to three years, while fifteen had attended business school for short periods of time.

There was no appreciable difference in accomplishment between those who attended college and those who had not. In fact, those who had attended college or business school generally did poorer work in the skill areas. Because of the questionable professionalism of the business schools, the students had much to "unlearn" before they learned anew.

In the top ten graduates at the end of the course, only three had attended college for a short period of time.

One student had attended beauty school and another had been a practical nurse.

Marital Status. Of the 90, forty-nine had never been married before. Of the 41 married trainees, 13 were separated, 7 were divorced and 2 were widows.

Among the trainees, there were 101 children, most of whom were of pre-school and elementary school age. Only one student was a grandmother. Only three of the unmarried girls had children. This did not hinder them in their search for employment. One of these girls is now earning $425 a month and has received five other job offers.

From the very beginning, most of the women had made adequate arrangements for child care. They seldom missed school because of the children, except for an occasional trip to the doctor. Child care, for the most part, was provided by members of the trainee's family.

Work Experience. It is interesting to note that only 12 trainees had worked as domestics. This was probably due to their youth. Few of the younger Negro girls were inclined to, or were capable of, doing housework. During training, several did baby-sitting to earn extra money.

Twenty-two of the students had done some type of clerical work that did not involve typing or shorthand; twenty had been employed in sales or service work; while thirteen had never worked at all. Others had worked in factories, hospitals, in restaurant kitchens and in beauty parlors.

Of those with work experience, seventy per cent had worked below the minimum-wage level. Twenty-three per cent had received the minimum wage, while seven per cent had received wages slightly above the minimum.

The jobs in which the trainees had been engaged had been, for the most part, temporary jobs, with hourly pay, offering no security. Forty-eight of the trainees had worked at different jobs for periods of from two weeks to one year. Their annual incomes were well below the poverty level.

Home Ownership. Only two of the trainees--one Negro and one white--owned their own homes or were paying on their own homes. Both of these women were in the older age group, one a widow. All others lived with their families in rental homes or were themselves renting. Many lived in federal housing projects.

Most of the trainees lived in the downtown section of New Orleans, the area hardest hit by Hurricane Betsy. Because it was several months before their damaged homes were repaired, they attended classes under great difficulty.

Training Allowances. Because of the nature of our program, only those trainees with accumulated work experience of two years who were considered heads of their household were entitled to training allowances. Forty-seven, therefore, were eligible for these allowances; forty-three were not.

Selection and Recruitment

Recruitment. Recruitment was handled most competently by the Louisiana Office of Employment Security. They referred to us over 420 applicants for testing and interviewing. These women had heard about the program from different sources: from enthusiastic participants in the early pilot program, from church ministers, from other applicants, and from the special and routine announcements of the Office of Employment Security.

When an unskilled high-school graduate applied for a job at the Office of Employment Security, it was suggested that she pursue initial or additional training through the Dominican College MDTA program.

While some MDTA and OEO programs have found it difficult to recruit an adequate number of trainees, we had more qualified applicants than we could handle. It was painful and difficult to turn away the 330 women who needed and wanted the type of training we had to offer.

Testing. After the applicants had been referred to us, the Adult Education Department of St. Mary's Dominican College administered the Language section of the California Achievement Test. Grade level of trainees who were accepted ranged from 7.8 to 14.7. The mean CAT score was 11.2.

The students who rated high in the CAT scores generally did well in every phase of the instructional program. Those who scored below the 10.0 grade level did relatively poor work, especially in transcription. Because of the high correlation between the language score and transcription ability, it is probable that those above the 10.0 grade level should be given priority in the selection process. Those below the 10.0 grade level should not be trained in stenographic skills.

Interviewing. The interview phase had two sections: the speech interview and the general interview. The purpose of the speech interview was to evaluate the speech of each applicant to ascertain if she needed speech improvement and if her difficulties were of the type that could be alleviated in group-therapy sessions. Applicants with physical speech difficulties, such as a lateral lisp, a stutter, cleft palate, were excluded.

The general interview evaluated the applicant's personal characteristics in terms of motivation, desire, perseverance, interest, and potential, as they would affect her six months' training.

During the general interview, we tried to determine what thought had been given to the arrangements for the care of dependent children and for financial subsistence should training allowances not be available. Also, we tried to ascertain the present physical condition of the applicant to project her absenteeism during the training and possibility of drop-out from the program.

While the students selected seemed to have justified the interviewers' confidence in them on most points, as verified by the drop-out (only 4 out of 90) and placement record, we plan to make some arrangements for physical examinations in the next program. A great deal of time was lost for doctor and dental appointments and a great deal of aspirin was consumed by headaches caused by poor eyesight. To minimize the number of drop-outs, we attempted during the selection process to exclude pregnant women. However, three girls were admitted in the early stages of pregnancy, and they were able to complete the program.

All of the staff took part in the interviewing so that we could get an idea of the calibre of student we would be teaching. It is interesting to note that each interviewer seemed to have her "pet" applicant whose cause she pleaded for admission. In each instance, the applicant so favored did not measure up to what was expected of her. In most cases, the CAT language test score was a better prediction of achievement than were our interviews.

Final Selection. After we had made our evaluations on the bases of the test and interviews, we sent such evaluations to the Louisiana Office of Employment Security. The final selection was made by them. However, they were most cooperative and gave full consideration to our preferability list. Only in one case did they question our judgment--and they were right, we found out later.

Evaluation of Selection and Recruitment Process. Sometimes we feel the success of our selection process was fortuitous; other times we give ourselves credit for personal acuity. Regardless, there are several changes we would make in another program.

1. We would administer all sections of the California Achievement Test--language, mathematics, and reading--instead of just the language section. We have found that these scores have a high correlation with success and accomplishment.

2. Each applicant would be interviewed by more than one member of the staff. This procedure would increase the probability of selecting the best qualified candidates. Some applicants may respond differently for different interviewers or respond better in a second interview.

3. The tests given by the Louisiana Office of Employment Security and our department would be administered simultaneously and selections made jointly. This procedure would serve to allay any criticism by applicants who thought they were accepted by one agency but rejected by the other.

4. Before the selected applicants were finally admitted to the program, they would have to pass a thorough physical examination, including laboratory tests for diabetes, anemia, etc., and an eye and ear test. This would certify that they were physically ready to undergo the highly demanding hours and training.

Although the task of selecting 90 trainees from over 400 applicants was a tedious one, the competition whetted the trainees' appetite for the training. Their attitude seemed to be, "If this many people want it, it must be worth while." They considered it a source of pride that they had been selected from so many other qualified applicants and never seemed to forget it. They worked hard to justify their selection.

Drop-Outs and Withdrawals

We are very proud of the fact that in the six months of the training, only four names were dropped from the rolls. Three were withdrawals for legitimate reasons, and only one was an actual drop-out.

Withdrawals. Two of the girls who withdrew from the program were wives of men who reenlisted in the service. One of the girls did not travel with her husband, but left the city to live with her mother in a small country town in the northern part of the state. The other girl went with her husband to reside in Germany, where her husband was to be stationed. Both left reluctantly.

A third girl withdrew from the program about the fourth week due to illness. She was admitted to the hospital for a kidney ailment, operated upon, and spent several weeks there. Since her recuperation would have involved an additional three or four weeks, she thought it would have been impossible to make up the work that had been missed. She hopes to enroll in our new program.

Drop-Outs. Only one student could be called a drop-out problem. She was a woman with considerable potential, whose husband was fighting in Viet Nam. Her home had been destroyed by Hurricane Betsy and, when school began, she was in the process of rebuilding it. Perhaps these factors contributed to her negative frame of mind.

She was extremely sensitive in matters of race, such as the speech-improvement course, and she had a superior attitude toward her classmates, both Negro and white. Perhaps this latter attitude contributed more than anything else to her dropping out. While she felt she was superior to most of her classmates, she did not progress as rapidly as they did and her grades were lower.

Counseling postponed the moment of drop-out until the middle of February. Finally, however, the staff and faculty agreed that it would be unwise to persuade her to stay any longer. Until she had come to terms with herself, she would be very unsuccessful in an office situation.

Students' Response to Training

As mentioned before, students were enthusiastic, interested, and hard working throughout the entire program. Because of their mutual delight to be members of the training program, it did not take the group long to coalesce. The harmony and good feeling that existed throughout the program promoted accomplishment.

In an evaluation form which the students completed a month after the program was over, students' attitudes are reflected in their answers to pertinent questions.

"What did you like best about the program?" elicited almost the same response from 86 students--"I liked the people that I met and the opportunity to get to know them better." To the question, "What did you like least?" a common response was, "The shortness of the program." (Six months). And finally, to the query, "If you had your decision to make over again, would you take the training?" there was a unanimous response, "Yes, I definitely would."

PROFESSIONAL PERSONNEL

It was the contention of the administration in the preparation of this program--and this contention has been strengthened through its duration--that the success of a training program of this type depends almost exclusively upon the quality of its professional staff. By quality, we do not mean only teaching methods, though this is certainly important. We mean also the ability to communicate with disadvantaged people, to feel a degree of empathy toward them, to possess a willing ear to listen to problems and hopes, and to deal with them always as individuals, with considerable human dignity, capable of doing whatever they set out to do and more.

The key words for the teacher of disadvantaged people are gentleness, humor, consideration, tact, and patience. There is no place for a virago on the staff in this situation. The disadvantaged have had their share in their lifetimes of loud-mouthed, domineering, nagging mothers, sisters, teachers, and employers. They may be that way themselves at home due to their environment. But they learn best in an atmosphere of pleasantness, calmness, and peacefulness. Who but the teacher can set this scene?

When many of the students would confide that the hours that they spent in school were the happiest hours of their day, we knew our teachers were fulfilling their roles.

Professional Qualifications

Degrees. Of the fourteen teaching and counseling members of the staff, seven had Bachelor's degrees; six had Master's degrees; and one had earned her doctorate. All had Louisiana teaching certificates.

The other members of the staff, including the secretary and the field representative, were college graduates with bachelor's degrees.

Years of Experience. While the speech therapists did not possess classroom teaching experience, due to the individualistic nature of their work, all other members of the staff had from two to twenty years of teaching experience at the high school or college level. In addition, the majority of the lay teachers had considerable business experience. Such experience allowed them to be more practical in their approach to classroom instruction.

Personal Statistics

Age. The teachers ranged in age from 25 to 45. While many of the teachers were younger than many of the students, this presented no problem. Respect for the teachers as individuals, as well as respect for their professional accomplishments, bridged the gap.

Sex. The faculty and staff were almost exclusively women. One gentleman taught math and another was our field representative. This distribution was not by design but based upon an objective evaluation of those who applied for positions. It would have been preferable to have had more men on the staff, since most of the trainees would have male supervisors on the job.

Marital Status. Of the 17 members of the faculty and staff, seven were married and ten were single. Four were religious sisters on the faculty at Dominican College.

The trainees seemed to confide more in those who were married and had families.

Most of the problems encountered in the program were domestic problems, centered about difficulties with home finances, husbands, or children.

Race. With two exceptions, the faculty and staff were white.

However, one of our counselors, who was a Negro business education teacher, was one of the most valuable members of the faculty. Her keen understanding of each student, her realistic perspective of the problems and characteristics of her own race, her delightful sense of humor, and her common-sense suggestions did much to resolve the crises that arose.

Teachers' Schedules

Only four of the teachers were full-time personnel. All others came into the school from the New Orleans public schools or from St. Mary's Dominican College to conduct specific classes one or two hours a day or to do counseling.

While all of the part-time teachers were competent in their fields and, with one exception, did an excellent job in teaching subject matter, we found that the students did not identify with them to the extent that they identified with those members of the staff and faculty whom they saw all day.

Since part-time teachers who taught sections of the same subject did not have time to coordinate their activities, it was hard to compare or evaluate results. This was a drawback in the use of part-time teachers.

Another drawback in the use of part-time teachers was that it made it difficult to arrange staff meetings. While individual teachers met frequently with the director to discuss problems or offer suggestions, it was almost impossible to get the whole staff together for a worth-while exchange of experiences.

Teachers' Attitudes

The enthusiasm of the teachers and their complete commitment to what they were doing looms as one of the most influential factors in the success of the program. This enthusiasm was contagious. Trainees became convinced that learning was an exciting adventure.

They became so highly motivated in difficult subjects, such as shorthand, that they often spent two to three hours at home preparing for class. They were never satisfied with what they accomplished. They always wanted to do better.

The teachers had unquestionable faith in the objectives of the program. The curriculum had been so well planned by the priest who designed the program that teachers in each field that the curriculum embraced could take pride in their own efforts while seeing quite clearly the relationship of their subject to the over-all effectiveness of the program.

RELATIONSHIP OF PUPIL PERSONNEL TO PROFESSIONAL PERSONNEL

Establishment of Working Relationship

While the students appeared a little restrained in the first and second weeks of the program, the sincerity of the faculty and the staff, the interest that they exhibited in each member, the help they extended to those who were having difficulty in the initial learning process, quickly dissipated this restraint.

Negative Incidents. There were only a few incidents that disturbed the calm.

At first, many of the students resented the high standards and pace of work set by the hard-driving shorthand teacher. Gradually, though, they came to recognize that such standards and pace were essential if desirable goals were to be reached. They eventually appreciated the effort she inspired them to put forth, even though sometimes it was done with an "I'll show her!" attitude. She refused to accept excuses for unpreparedness or below-average work. The students worked hard to live up to what she expected of them.

Another incident involved a teacher who was a little more difficult to know and "warm up to." Many complained that she acted like "a rich girl who is here because she has nothing better to do." As time went on, they recognized that this was not so. On many different occasions, her concern for and kindness to the students were heartwarming. The fact that she was also a member of a minority group and was well schooled in the humiliations and prejudices that they so often experienced gave them further identification and rapport with her.

Sometimes the students would misinterpret what was said in class or in general conversation as an insult to their race or a desire on our part to change them. For example, on one occasion the grooming instructor, who was one of the students' favorites, mentioned that a certain cleansing cream had bleaching properties. Although she did not recommend its use because of that particular ingredient, the remark ruffled the feathers of a few who thought she was encouraging them to seek white standards of beauty.

On another occasion, the staff had inserted an ad in the daily paper to secure part-time week-end jobs for those girls who did not receive training allowances and who were experiencing financial difficulties. There had been an extremely good response to the ad, and, as a result, all of those who expressed a desire to work got jobs. When a notice was posted that more baby-sitting jobs were available, several of the girls remarked, "Is this what they're training us for--domestic work and baby sitting?"

When it became known that the staff had been seeking to help trainees at their own personal expense, the atmosphere cleared. A week later an envelope appeared in the office with a note of appreciation enclosed and the money to pay for the ad. Every student had contributed.

Resolving of Difficulties. It is gratifying that these issues always came out in the open. The trainees were not reluctant to let their objections be known to the director, to the counselors, and to the teachers. They were willing to listen to explanations and eager to accept them once they were offered.

It was a very healthy relationship and one which contributed to the success of the program.

Student Representation. The election of six class representatives early in the course proved to be a beneficial step. The students felt they had a voice in the administration of the school and, through their representatives, made many good suggestions for improvement of practices and policies.

Representatives were elected at the end of the third week of school and served throughout the duration of the program. They met with the director twice a month to discuss possible improvements. They assisted in the planning and execution of extra-curricular activities such as Open House and the National Secretaries Week program.

The representatives proved to be helpful in other ways. When a teacher was absent, the representative conducted the class. When a student was acting in an unbecoming manner, the representative often corrected the situation before it became an issue. They gathered student opinions on various topics, such as graduation. At times their popularity was not as high as when they started out, for they were often harder on the students than the staff would have been.

A suggestion for the future is that these representatives serve for a shorter term. This would serve to distribute the burden more widely and to develop the leadership potentialities of more students.

Student-to-Student Relationships

There was only one personal feud during the training period. It was a verbal encounter during class and was serious enough to cause a breakdown in class participation. Since the incident, the girls have not become bosom pals, but they have learned to tolerate one another.

Immaturity Factor. One of the girls was extremely immature and belligerent. Students tried to help her but were thwarted in their attempts. When little things upset her, she would rush to the office to inquire, "How can I get out of this program?" It soon became apparent that this was a gambit to acquire attention and acceptance which was so lacking in her home life. Patient counseling helped this girl to complete her training and acquire a good job under Federal Civil Service.

Resentment. The students seemed to resent those who tried to get by on the efforts of someone else or through deception. It was because of this resentment that the staff found out that many of the girls were not using the programed English text in the right way. Some were skipping the body of the text and completing only the tests, since only the tests were submitted for grading.

They resented also the abuse of privileges. They spoke out against offenders who used the lounge during prohibited times, left study areas untidy after lunch, or talked during unsupervised study periods.

The students' efforts to police themselves were extremely effective and contributed much to the efficient administration of the school.

Friendships. During training, many students made friendships that may survive a lifetime. They learned to appreciate one another as individuals, overlooking, perhaps for the first time, the distinction of race.

Teacher-to-Teacher Relationship

Because of the dedication of each member of the staff, the joy and enthusiasm they brought to each day's work, and their high level of professionalism, there were very few of the bickerings and petty jealousies that so often characterize school staffs. Many of the teachers had worked together in the past and were highly respectful of one another's professional capabilities.

They were eager to share with one another revelations they made in regard to student behavior or student progress so that all could see the "big picture," rather than each one's limited view. They discussed freely and frankly methods and approaches for the purpose of determining what would be most workable. They were not reluctant to say, "This does not work. What can I do about it?"

This easy, pleasant relationship made it easy to sustain the spirit that prompted full-time faculty members to change jobs in order to undertake the program and part-time teachers to assume more responsibilities at the end of the day. The attitude of each faculty member toward the program was so spirited that we thought it could not stay at such a high level throughout the course. However, it did survive a change in the top administration post, delays in the program, crises among the students, and animadversions of friends and families. If possible, the spirit was more intense at the conclusion of the program than at the onset.

Exception. This ideal state of affairs was marred only slightly by the aloofness of one faculty member. This attitude was attributable, we believe, to her sense of insecurity among more experienced personnel, and her characteristically negative personality in both personal and professional situations.

However, she did such a remarkable job in the organization of her phase of the program, in its execution, and in fulfilling all her obligations to the program, we found it possible to overlook her lack of enthusiasm and her unwillingness to participate in the general "give and take" discussions of the faculty members.

Recommendations. There are several recommendations that would make a more effective program:

1. A few full-time teachers should be employed to replace a larger number of part-time teachers. This would provide for greater uniformity of teaching, closer coordination of sections, and clearer evaluations of progress in the different sections. It would also aid student-teacher rapport.

2. Faculty meetings should be arranged more frequently, at least once a month. These meetings would help teachers to share problems and experiences with the goal of improving instruction and service to the students. These meetings could be of an informal nature, perhaps over lunch.

3. The responsibilities for student activities should be shared by more members of the faculty to increase interest and enhance the success of such

activities.

SUMMARY

It was most fortunate that we had no real discipline problems among the students. We had no difficulty getting them to study or to stay in the program. We had little difficulty reaching them and helping them.

While much of the credit must go to the students themselves, the professional staff and faculty contributed a great deal to the success. Students seemed to value, in their teachers, three things more than others: the ability to communicate with each of them personally, the ability to impart subject matter, and the ability to deal fairly with each student.

The last of these could have caused some difficulty early in the program when all of us were eager to help every student on a personal basis. For example, when a student needed glasses, one teacher provided the funds. When someone else did not have lunch money, another reached into her pocketbook. We came to realize that these acts of kindness were being interpreted by the less aggressive students, who had problems similar or worse, as evidence of favoritism. Also, the requests reached the point of imposing financial burdens upon the more generous staff members and working against those who did not believe in the open-hand policy.

A resolution to channel all requests for aid through the counselors was a practical and agreeable solution. They extended as much help as they could and then made referrals to the proper social agency.

In evaluating the over-all exemplary student-faculty relationship, one additional factor must be considered. The students were intensely proud to be associated with St. Mary's Dominican College. As a result, they were extremely loyal to its teachers and receptive to its policies. This loyalty had a great deal to do with the positive quality of student behavior.

CHAPTER FOUR

EFFECT OF GENERAL INSTRUCTIONAL PROGRAM ON EMPLOYABILITY

We have discussed in Chapter Two the effect of the speech-improvement program on employability. In this chapter, we will discuss, in less detail, the instruction programs in other areas of the Secretarial Training with Speech Improvement project and how these programs had an effect on employability. While these programs were not of an experimental nature--in fact, we relied on "tried and true" methods of instruction here--it will be interesting to note the results of the six-month program and to offer some suggestions for improvement.

BUSINESS EDUCATION DEPARTMENT

Typewriting

Since most graduates are employed in jobs that require typewriting, even where they do not involve shorthand, the employability levels achieved in typewriting are extremely important. We had several theories about the best way to go about producing these desirable employability levels.

Equipment. To accelerate instruction, we used IBM Selectric typewriters. Some businessmen and students have criticized the exclusive use of the Selectric, since only a small portion of the offices in New Orleans use them. Informal comparisons with students of similar ability in past years have convinced the typing teacher that our trainees achieved speed of 7 to 10 words above what they might have achieved on any other typewriter.

There were some adjustment difficulties for trainees when they used a manual machine on the job, but most trainees had adjusted to their different typewriters within two weeks.

Procedure. Typing was taught in groups of 30, using the Gregg Typewriting for Colleges textbook, as well as Workbooks 1 and 2. Students who had had some typing instruction were taught in the same manner and in the same class as those who never had had typing before.

Results of typing after 24 weeks were as follows:

80 wpm	2 students	45 wpm	22 students
70 wpm	2 students	40 wpm	15 students
60 wpm	8 students	35 wpm	5 students
50 wpm	27 students	30 wpm	5 students

In New Orleans, employability levels in typing start at 40 to 45 words per minute. Therefore, 88 per cent of the students had achieved employability status.

Evaluation. The students progressed exceptionally well in typing and developed good typing habits. They had an extremely good mastery of technical typing information.

However, in a new program, we would separate those who had had typing before and use the new Gregg Adult Education Typing kits for a more individualized instruction.

More emphasis should be given to the typing of numbers. Most students find numbers to be their nemesis on the job.

Lastly, we would have a few extra machines of various makes in the clerical practice room so that students could, toward the end of the course, familiarize themselves with the mechanics of these machines.

Shorthand

Although the students worked very hard in the shorthand field, they were not all able to achieve employability level in this skill. Most shorthand courses run 360 hours. Our 240 hours really challenged the students.

Ninety-five per cent could write good, legible shorthand at the required speeds and read their notes, but fewer could actually transcribe what they had written on the typewriter. This failure was due either to a lack of the necessary English or spelling skills or the necessary typing skills.

Equipment. We used a Switchcraft Stenographic laboratory in the shorthand classroom to aid in the development of shorthand speed. This laboratory was quite successful in helping the teacher allow for individual differences and for the systematic upgrading of shorthand speed.

One of the drawbacks in the laboratory set-up was that the tapes that accompanied the first shorthand text did not reach us until some three months of the program had gone by. Had these arrived sooner, and been put into use from the sixth lesson, there would have been a big increase in shorthand speed at the end of the program.

Procedure. The shorthand teacher used, with great success, the methods recommended by Dr. Louis Leslie in his book, Methods to Teach Gregg Shorthand. This involves a great deal of spelling of shorthand symbols aloud, individual reading and concerted reading and short speed-taking spurts.

Later, the shorthand teacher dictated the letters for transcription. The actual supervision of the transcription of the letters, however, was done by the typing teacher.

In the final test for civil-service certification, three students attained 100 words a minute; 21 attained 80 words a minute; one reached 70 words; and 11 reached 60 words a minute.

While many of the girls did not achieve speed to qualify them for employment with the more demanding companies, the fact that they knew shorthand opened other doors to them. Undoubtedly, their speed will increase on the job as they become familiar with the dictator's style and the terminology of the business.

Evaluation. The shorthand course should definitely be longer in order to bring a greater percentage of students up to the employable level of speed.

It is also recommended that there be a certain cut-off time in the development process. Should the students evidence lack of skill three-quarters of the way through the program, they should be allowed to drop the subject and pursue some other skill program in the remaining weeks. This would increase their chances for employability and lessen the feeling of failure their inadequacy in shorthand produces.

We believe that so many of the students achieved beyond what normally could have been expected of them in this subject because they considered shorthand a kind of status symbol. They believed that knowing shorthand would present them with opportunities for greater success in the business world. Also, the teacher was exceptionally competent. Her classes were the best disciplined and the most highly motivated.

Other Clerical Skills

Although our schedule was set up in a manner that few business subjects other than shorthand and typing could be offered, the students did do some basic work in filing and telephoning. These areas, as well as other clerical procedures, should have been covered more extensively had time permitted.

In a new program, a complete course of filing will be offered since so many of the trainees encounter this task during their first days in the office. An extensive course in telephone techniques, utilizing the Teletraining equipment from the Southern Bell Telephone & Telegraph Co., will also be added. Information about telegraph and internal communications, duplicating methods, mailing operations, reception work, and payroll procedures will be incorporated into a clerical practice course that will prepare each trainee more adequately to execute the routine business duties she will encounter.

GENERAL EDUCATION DEPARTMENT

In addition to the business education subjects, trainees took courses in English, spelling, reading, mathematics, and personal grooming.

Basic Education Courses

English. While many of the students achieved a 10th grade level or higher in the language section of the California Achievement Test, the English teachers found their backgrounds woefully inadequate.

We had been very enthusiastic about the programed material used in the beginning phase of the English program. We thought these books would allow for individual differences, permitting each student to progress and develop at her own rate of speed.

However, we found that the trainees did not respond to this independent type of study. They were easily distracted and obviously bored. Many neglected to do the preliminary work in the textbook to prepare them for the unit tests. They were interested only in getting a grade so that they could move ahead with their classmates. While most of them passed the tests, they most certainly could have passed with much higher grades had they known the subject matter more thoroughly.

In February, two months after the beginning of the program, we divided the classes into homogeneous groups, according to ability. We changed textbooks, using the Gregg publication, Business English and Communications, as well as the corresponding workbook. The teachers began taking a more active part in the classroom instruction, instead of acting as a monitor. Better results were effected with these changes. Even then, we believe that the English program did not meet the needs of our particular students. It was not basic enough; it was not practical enough. It did not take them back as far as they needed to go.

There is a need for more coordination among the speech, English, and business education departments in the English instruction. This is necessary so that instruction offered in each will be uniform and will act to reenforce weak spots in the trainees' background. Such coordination will be attempted in a new program with the use of a specially prepared English manual.

Spelling. In the spelling course, students covered the following material:

1. Spelling Improvement (programed text);

2. AMS Spelling Program Word List;

3. "Frequently Misspelled Words" and "Word Teasers" sections from Today's Secretary;

4. Section 13, "Words Often Confused," and Section 14, "Words and Phrases Often Misused," from Reference Manual for Stenographers and Typists;

5. Use of the dictionary--including Gazetteer, Biographical Dictionary, and the two sections on abbreviations.

In the beginning, the class as a whole needed more basic material than the programed text. There were a few bright students who came to the school with a good grasp of basic words and their correct usage but they were a small minority.

The problems confronted in the spelling area were: (1) educational achievement levels and innate ability of students were too widespread; (2) as mentioned before, the programed text was too advanced for most of the students; and (3) the classes were held late in the day when the students were too tired to try.

In retrospect, it seems that the course in spelling would have been more productive if the students had been grouped by performance level at the outset. The bright students and those with good spelling backgrounds could have been given the more advanced and varied material, while those with spelling and vocabulary difficulties could have been drilled on the basic grammar and common words they did not know.

It was discouraging to the teachers to find that most of the students could not write a complete sentence or distinguish between such words as their-there; than-then; affect-effect; hear-here; accept-except; bring-take.

In a new program, we would make more use of the Reference Manual for Stenographers and Typists, emphasizing the following:

1. Early drilling on the spelling, meaning, and use in sentences of materials such as that contained in paragraph 582, Troublesome Verbs; paragraph 611, Words often Confused; paragraph 612, Words and Phrases often Misused.

2. Intensive coverage of Sections 9, 10, and 11, containing spelling rules, rules for word division, and additional words which should be studied.

We recommend use of this book because most of the students will "go to the job" with this manual in hand. If they study from these lists and rules in class, they will know "where to look" when they are confronted with spelling or word problems on the job.

Since spelling and English are so essential to a stenographer's chances for success, and since these are the areas where disadvantaged trainees are weakest, much must be done to upgrade efficiency and achievement in these two subjects. In upgrading these areas, the speech area should also show marked improvement.

Business Mathematics. In our instructional plan, we had reserved two days a week in the last six weeks of the course for a refresher course in mathematics. We regretted we had not reserved more time when we discovered, through testing, that the mean grade level of the trainees was 8.6.

After administering the mathematics section of the California Achievement Test, we noted that 66 per cent of all scores were below the 9th grade level; 81 per cent of all scores were below the 10th grade level. Only 7 per cent of the scores showed achievement beyond high school.

Of the six students achieving a thirteenth or fourteenth grade level score, four were white and two were Negro.

Acting on the information gleaned through testing, we used a very simple text-workbook, Working with Numbers. Work covered in this area included:

1. Mastering the facts of addition;
2. The meaning of fractions;
3. Subtracting fractions with like denominators;
4. Multiplication of fractions;
5. Division of fractions;
6. Decimals; and
7. Per cent.

Because of the short period of time allowed for the coverage of this material, the treatment was not as thorough as it could or should have been. More time would have enabled the teacher to give attention to the individual differences of the students in the class and also to cover more material, including interest calculations.

A major drawback in the math courses was the instructor. While he had thirty years of teaching experience and was very competent in his field, he lacked the ability to hold the attention of the students in an area in which they were both weak and disinterested.

In a new program, more time will be reserved for mathematics.

Also, we plan to use some electric adding machines. Such a plan would provide the students with another saleable skill. It would also prepare them more realistically for mathematics as it functions in an office situation.

Special Education Courses

Personal Grooming. The grooming course was one of the most valuable courses in the program for several reasons. First, it provided the students with the assistance they needed to improve their physical appearances in preparation for a business career. Secondly, they enjoyed themselves so thoroughly in the time they spent with their instructor that the course contributed most vitally to the healthy and wholesome rapport that characterized the entire training program. Lastly, scheduled at the end of a long day, it made the long hours more endurable.

The classes were conducted in workshop fashion with students learning the art of manicuring their nails, styling their hair, choosing the appropriate and becoming styles and colors for their wardrobes, arching their eyebrows, and applying make-up.

While in some courses of this type models are used to demonstrate the techniques to be followed, this course was more effective because each trainee gained experience in doing these things herself under the expert supervision of the instructor.

The instructor was a public-school teacher certified in the beauty-culture field. Her suggestions and recommendations were based on much experience and experimentation. She had studied for several months prior to the beginning of the course the special problems involved in hair care and make-up for the Negro woman.

During February, dieting for a better figure, exercises, and correct posture were emphasized. Students who made unusual improvement in these areas during the month were cited in a special way. This part of the curriculum was especially helpful to the few girls whose weight would have hindered them in employment.

The students also learned social graces; such as, the proper form of introduction. They learned in this unit the importance of eye contact, social expression, and a cordial handshake. They learned also that a woman's charm and success on the job also depend upon her being alert to, and interested in, problems of local, national, and international concern. They were told to read periodicals such as Readers' Digest, Saturday Review, Time, and other magazines and discuss these in class. Through such discussion, the instructor hoped to make the students realize their roles in society and their need to be aware of that role in order to become a more effective citizen.

A great deal of time in the later stages of the program was devoted to the job interview. The instructor tried to prepare them both physically and mentally for this important occasion. She presented to the students an outline on how to find and apply for a job, with lectures on some attitudes and actions appropriate for the new employee. She also advised them on how to dress for the interview and how to conduct themselves during the interview. The students were eager to learn exactly what type of questions would be asked and what answers would be most acceptable.

The success of the grooming course was informally measured in the model interviews conducted in the school. The businessmen who participated were quite impressed with the appearance of the students. Out of 86 students who were interviewed, only two unfavorable comments were voiced: one girl carried soiled white gloves and another's hair looked wind-blown.

In the final phases of the program, each girl was given a personal evaluation. This included reminders of personal grooming lapses, observed by the instructor or the other teachers, and suggestions for solutions to grooming problems which bothered each individual trainee. As a result of these informal talks, during which honesty and tact were employed, the students ventured forth for the actual interview with confidence in herself and her appearance.

Consumer Management. During February, we initiated a once-a-week lecture on nutrition, money management, credit, and other such problems that would face the students once they became wage earners. The course was conducted by the head of the Home Economics Department of Dominican College. Sister Mary Ursula, O.P., has her Ph.D. in home economics and is well known as a nutrition expert and as an author of cookbooks. The class was enthusiastically attended.

The reasons for such a course were practical ones:

1. Since some of the students' incomes would increase by some 300 per cent once they went into the labor market, we felt it was our responsibility to help them adjust to their new roles as wage earners.

2. We did not want to have them better their status economically and socially by adding to their incomes and then endanger this new-found freedom and way of life by having them plunge into debt immediately after graduation.

A very interesting facet of this particular phase of the program was that the students who were seniors in the Home Economics Department of the College volunteered to help individual students with weekly budgets, menus, and food lists, and have done so.

SUMMARY

The instruction offered in business education, basic education, and special education was the best of its kind. Our teachers were all certified, experienced personnel, the most qualified in their fields, dedicated to the student and to the development of each student's highest potential. This is the way it should be.

Because of their impoverished background, inferior schooling, and lack of motivation in their earlier years, disadvantaged students should have the best of teachers, equipment, supplies, and material. They should work in an atmosphere where learning becomes a most exciting experience every day of the program. They should experience success and achievement often.

It was heartwarming to see a mother keep every typing paper so that she could show them to her children. It was encouraging to see students dissatisfied with a grade or a performance in speech explain their discouragement by asking, "Is it wrong to want to be above average?"

While the programed texts were not so effective as we had hoped, and lack of coordination among the part-time teachers perhaps limited accomplishment to the degree we had anticipated, students were definitely more competent in all subject areas at the end of the course than at the beginning.

We learned, too, that, while skills are important, especially typing, the basic education courses, such as English, spelling, and math must be strengthened so that the students will be given the opportunity to practice these skills. New methods and new materials must be devised to challenge these students, yet reach back to fill in the interstices of their earlier schooling.

CHAPTER FIVE

ADMINISTRATION AND COUNSELING

ADMINISTRATION

One of the most encouraging aspects of the present program, from the viewpoint of administration, was that it was adequately financed. The financial support provided by the Manpower Training and Development Act enabled the project staff to emphasize two important educational factors:

Attractive Learning Center. The adequate financing provided for this program enabled the staff to establish the training center in a prominent location in the downtown business area of New Orleans, rather than in an outlying low-rent district as sometimes occurs in training projects sponsored by the government. The central location, the attractive, office-like interior, and the new, modern teaching equipment were central factors in making the training center psychologically attractive and highly motivating.

Competent Teaching Staff. Again, adequate financing under MDTA provided competetive salaries, a key factor in obtaining excellent teachers. This enabled the Adult Education Department to place emphasis on competence and motivation, thus guaranteeing maximum achievement for government expenditures.

Instruction Objective

Our end objective in the program was to get jobs. All instruction and activity, all counseling and service, were directed toward this goal. With this in mind, the training site represented, as closely as possible, the work situation. The policies we devised and executed resembled those the students would encounter on the job.

Teacher Objectives

While the end objective was a job for all, the immediate objectives for the teachers were to motivate the students and to establish rapport with them.

Motivating the Students. Motivation involved getting the students to work up to and sometimes beyond their capacity at all times and to encourage them when setbacks occurred. Since so many of the trainees were Negroes, and since the hiring of Negroes in clerical positions was not a common practice in New Orleans, the Negro trainees especially had to be better than average. This necessitated setting up reasonable but adequate standards and proceeding to reach these standards with a brisk, relentless instructional pace.

Establishing Rapport. It was necessary to establish rapport with the students so that the teachers could help them in areas that were sensitive, but crucial. To do this, the teachers possessed, in addition to the professional qualifications mentioned before, classroom initiative, a sense of creativity, a sense of humor, the ability to improvise, and considerable drive.

They had to keep their classes active and participating; their material, practical and meaningful.

While many of the ideas and lessons to be stressed were elementary to them, as teachers, they had to remember that they were teaching adults and treat them accordingly. They could not be condescending in manner or approach. They had to remember, too, that many of these people came to school under trying circumstances and were often distracted by financial and domestic problems. They had to temper their expectations of them as students with sympathy and understanding, while not compromising the ultimate objectives.

The philosophy we adopted was not difficult in view of the fact that Father Gibbons had gathered about him a group of highly competent, idealistic, professional people who believed that he had designed a curriculum that would produce well-rounded, skilled individuals whom we would be proud to recommend for employment.

When Father Gibbons was transferred before the program actually got underway, the faculty and staff were more determined than ever to carry out his imaginative blueprint for employability.

Training Site

Location. The training site was located in the downtown section of the city, in the business district. The reason for this location, in preference to the uptown campus of the College, was to enable the students to become acquainted with the work rhythms of the city. They were able to experience firsthand the problems they would encounter in transportation, eating, and associating with others in the labor force.

Since our students come from all over the city, it was a central location, convenient for all. In addition, on their lunch hours they could attend to personal business and necessary shopping that the long hours would have precluded. Average traveling time to the site was a half-hour. The majority of the students came by public-service bus, although eight of the group drove their own cars.

Eating Facilities. Nine of the students found it difficult to find a desirable eating place. Most of the others patronized a near-by drug store, where they could get hot lunches at reasonable rates. Some brought their lunches or bought sandwiches at a near-by hamburger shop to eat in the school. They spent an average of 85 cents a day for lunch.

Three out of the entire group indicated that the lunch hour was too long. Others said they spent the time shopping, paying bills, talking with friends, studying, or walking.

Eleven of those who ate out said that they had experienced some problems in being served in the neighborhood. Asked to describe the incidents, they said that in these cases the service was deliberately slow, the waitresses unnecessarily rude, or they were told that the establishment did not serve Negroes.

Physical Plant. In line with our philosophy, the training site was made bright and attractive with the use of much color in equipment and furnishings. All efforts were directed toward making it a warm, comfortable place in which to study--one to which the students enjoyed coming each day and one from which they were reluctant to depart.

We feel that the physical surroundings added much to the motivation of the students and to the pride they experienced in the program. We would recommend for all programs for disadvantaged students that the physical surroundings be given as much attention as equipment, teachers' salaries, and other major items of consideration. We believe they are a vital factor in the success of such programs. This does not mean that a great deal of money has to be expended. It does mean that furnishings should be tastefully selected to give the training site a personality of its own. In so doing, the self-concept of each student is raised considerably, while productivity is increased correspondingly.

Equipment. We installed in the training site equipment that aided instructors to handle individual differences and to accelerate rate of instruction. Electronic equipment also captured the imagination of the students and made learning seem an exciting adventure. We used all electric typewriters, a stenographic lab, and a speech laboratory.

Enrollment and Attendance

We enrolled 90 students at the beginning of the course and graduated 86. This was a drop-out average of approximately 4 per cent. Three of the four drop-outs, as mentioned before, left for good cause.

Attendance. During the six-month program, there was an average of four absences per student. Twelve students had a record of perfect attendance. Seven of these were never tardy. Eight other students also had a record of no tardiness on the days they were present.

We had no set penalty for absences except the loss of benefits for those who were receiving training allowances. Those who were tardy were required to remain out of their first-period class. In a new program, those who are absent will have to make up the hours they have missed on Saturday.

To develop good business habits, those who were absent were required to call the school to explain the reason for such absence. Seventy-five per cent complied with this regulation religiously. Most of those who did not did not have telephones in their homes and thus found it difficult or impossible to do so.

In a new program, employment of a full-time counselor will enable us to check more carefully reasons for absence and tardiness and to devise methods that are more effective in eliminating or preventing them.

The reasons given for absences in this program were generally personal illness or the illness of children. Others missed because of visits to the doctor, domestic problems, or business matters. Only two have admitted that they missed school occasionally because of disinterest.

Medical examinations prior to the commencement of the program and the correction of minor medical problems during the program, such as need for glasses, anemia, asthma, would be tremendous aids in promoting daily attendance and also in preparing the students physically for successful employment.

The biggest antidote for absences and chronic tardiness, however, is meaningful, interesting, and challenging instruction. A student who is sincerely interested in upgrading her employment status will not miss school or be late for classes if she feels she would be really missing something if she were not there. This leaves the burden of responsibility for attendance on the creativeness, initiative, and careful planning of the teachers.

Student Forms

Reports. The problem of reports is a common one among educators, and we certainly have not solved it here. At first, we deliberated whether we should give reports at all. Since these were adult students, volunteering for training, we felt that their own personal desire to learn should be motivation enough. However, the patterns of a lifetime are not easily changed. Students expected some sort of report cards, and too often they worked only for grades.

We issued reports four times during the program, every six weeks. Instead of number or letter grades, we gave them ratings; such as, 4 for above-average work, 3 for average work, 2 for below-average work, and 1 for unsatisfactory work. This type of report card was not so effective as we had hoped. Since the ratings covered such a wide range, many of the students found it did not give any indication of their progress from period to period.

In a new program, we will revert to giving number grades so that differences in achievement among students, and progress from period to period for each student, will be more clearly discernible.

Rating Sheets. Twice during the program, the teachers were given rating sheets to evaluate the students in the following areas: quantity and quality of work; attitude toward work; grooming; dependability and initiative; relations with others; and emotional stability.

The rating sheets were used by our counselors to help students in areas in which they appeared weak or deficient.

Extra-Curricular Activities

During the course of the program several activities were carried on that contributed to the morale of the students, increased their motivation, and aided rapport between students and faculty.

Open House for Families. In January, members of the families of the students and their friends received formal invitations to attend open house at the school. Representatives from each class received the visitors, conducted tours through the school, explained the equipment and the program, and served refreshments.

Student Representation. After the first three weeks of school, each class elected two representatives. These representatives coordinated the scholastic and extra-curricular activities of the school and acted as liaison between the student body and the administration. They met each week with the Director to discuss mutual problems and projects.

Such student government was very successful. The only change that would be made in a new program would be to change these representatives every three months. This would allow more students to develop their leadership ability.

Getting Acquainted Week. This event was scheduled when we learned that, even though the students had come to school every day for four months together, many girls in one group were not acquainted with girls in another group. This activity was designed to allow the students to become better acquainted with the other students who shared their hopes for the future.

Students were asked to wear original badges each day to identify themselves. A quiz was given on the first day to find out the student who knew the most people the first day of the week's activity and then another was given on the last day of the week to see who knew her classmates best at that time. A prize was also given for the designer of the most original badge.

At lunchtime each day, students met with different groups and told one another something about themselves, their families, their past life, and their future ambitions. Then, they entertained one another. We discovered a great deal of talent among the girls, some on a professional level. Besides getting to know one another better, these "Getting to Know You" sessions became the source of a more complete appreciation of each individual, her problems, her achievements, and her intrinsic worth.

Spring Flowers. As a climax to the Getting Acquainted week, the students were allowed to pick the favorites in the school. They elected students in the following divisions: Most popular, most intelligent, most talented, most personality, most likely to succeed, best dressed, most attractive, wittiest, and sweetest. Winners in each category received prizes.

Essay Contest. As part of their English class, students were asked to write an essay on "What the Adult Education Program Has Meant to Me." The three best papers from each class were selected by the teachers and sent to members of our Technical Advisory Committee. These men read the essays and selected the one that they thought most clearly and most sincerely expressed the writer's ideas. The winner of this contest was cited at the graduation exercises.

Speech Contest. A speech contest was conducted on the same subject as the Essay Contest. All students, however, did not participate. Competition was on a voluntary basis only.

The best speaker in each group was selected, and the three winners became finalists in a contest to determine who would speak at the graduation exercises. The final contest was held at a meeting of the Technical Advisory Committee. Committee members acted as judges.

Spelling Bee. The three best spellers in each group were selected to comprise a team to participate in a spelling bee held the last day of school. Basis of the competition was the spelling list furnished by the Administrative Management Society. The winners were presented with awards at graduation exercises.

Miss Model Secretary Interviews. To give the students the experience of an employment interview, teams of three businessmen came into the school for a period of five days to interview approximately eighteen girls each day. The girls were dressed as if an actual job opening existed. Businessmen were furnished with evaluation sheets to rate the personal appearance, speech, and characteristics of each student. They also evaluated a sample application form which each girl completed.

The interest in this project was most amazing, both from the students' and businessmen's point of view. The students took the preparation for the interviews very seriously, purchasing or making new clothes, "boning up" on the company whose representative interviewed them, and in some cases even purchasing wigs to make a better impression. After the interviews, the students were most eager to hear the reaction of their particular interviewer so that they might correct any weaknesses noted. They accepted the constructive criticism offered with a sense of maturity and appreciation.

The businessmen, on the other hand, were delighted with the appearance, attitudes, and abilities of the students. One businessman said, "I wish I could have met these girls before the training. I don't know if you had a good selection procedure or if you have just done an outstanding job."

The highest-scoring interviewees each day were re-interviewed on the sixth day of this series, this time by two different key personnel people. The interviewers were then asked to select a Miss Model Secretary. They chose not only one Miss Model Secretary, but two, with two outstanding young Negro women sharing the title.

The winners were announced at a program that observed National Secretaries Week. They received corsages of American Beauty roses, the secretary's flower. They were also pointed out as recipients of this title at graduation exercises.

Direct-Dial Demonstration. To commemorate National Secretaries Week, students participated in a direct-dial demonstration set up by the Southern Bell Telephone & Telegraph Company. In this demonstration, they not only learned how to complete a long-distance call the quickest and cheapest way, but they also had the opportunity to talk with outstanding secretaries in other parts of the country. Through an amplifying device, the entire student body could hear the conversations that took place.

The top secretaries who agreed to take part in this demonstration were Fonda deCillo, secretary to Chet Huntley; Cynthia deHaan, a top secretary at the United Nations; Barbara Rathe, Hale Boggs' secretary; and Merle Law, international president of the National Secretaries Association, who spoke to us from Canada. The interviews were informative and delightful. Both the professional participants and our own girls seemed to enjoy the experience a lot.

Publications and Public Relations

Handbook of Rules and Regulations. At the beginning of the course, each student was given a small handbook that outlined the rules and regulations to be observed during the course. Since most of the students were adults, rules were kept to a minimum, but suggestions for dress and conduct, as accepted in business offices, were given.

Student Newsletter. Every six weeks the students received a newsletter written by the Director giving tips about business. It also included news about the activities and achievements of the school. The publication was called "The Gay Ninety's Gazette," as a result of a contest among the students.

Brochure for Businessmen. An attractive and informative brochure was prepared for distribution among the businessmen of the community. We believe this brochure aided in the successful placement of students.

Publicity. Because of the experimental nature of the program, several articles were written about the program on a local and national level. This publicity also aided in placement. It also helped in the recruitment of students for the new program.

A very favorable feature article was presented in our archdiocesan Catholic newspaper, The Clarion Herald. Other articles appeared in The Wall Street Journal and Time.

Several local television stations carried "spots" about the program. One of these came as a result of the Wall Street Journal publicity. Another dealt with educational efforts in the community made by our Catholic institutions. The most recent presented one of our graduates on the job and featured an interview with her boss.

Other articles appeared in various religious newspapers in various parts of the country.

It should be noted here that a great deal of additional publicity could have been received at the beginning of the program. However, because of the sensitive nature of the experimental part of our program, we felt that too much publicity in the early stages of the program could have hurt the progress made by the students. It could have resulted also in an increase in dropouts.

As a result of the national publicity, we are still receiving letters from all over the country, expressing interest in doing similar work in the speech area.

COUNSELING

The counseling program of the Secretarial Training with Speech Improvement project played an important role in its successful completion. From the beginning, the students were eager to talk with the counselors. They regularly sought them out for help and encouragement.

Qualifications of Counselors

The counselors were two business-education teachers who taught regularly in the public schools. They worked with the project on a part-time basis. One was Negro; one was white. The Negro and white girls saw both on different occasions, although they were regularly assigned to one. Race was no problem. However, we did find that the Negro girls sometimes talked more freely about problems directly affecting them, because of their race, with the Negro counselor than they did with the white counselor or with other members of the faculty.

Perhaps the biggest contribution that the counselors brought to the program was their sincere interest in the students and their personal enthusiasm about what could be accomplished. They were practical and realistic in their approaches to problems. They were equally sympathetic and understanding.

It was a little harder for the white counselor, who was a graduate of a Catholic university and a typical example of the teacher with "middle-class" values, to retain her equanimity in the face of some of the moral problems that were put to her than it was for the Negro counselor. However, she adhered admirably to our determination not to impose our standards and morals on the students. We accepted them as they were.

Kinds of Problems

In setting up the counseling program, we hired business-education teachers because we thought that a great deal of advice would be sought about the problems that would face the students, as graduates, on the job. However, such was not the case. The students, for the most part, were not so concerned with the future as with the present. Problems that bothered them could be classified as scholastic, domestic, financial, and medical.

The counselor's most indefatigable enemey in all of these situations was discouragement. They had to develop the ability to point out the silver lining in every such instance.

Scholastic. Discouragement was especially flourishing in the scholastic situation. The students were constantly dissatisfied with their own progress. They wanted to learn too much too fast. They always wanted to be better than they were, often yearning to achieve more than they were capable of achieving. When they complained about their lack of progress, they blamed themselves. Very rarely did any of the students criticize the teachers.

In the beginning, the students spent an unreasonable amount of time on homework, particularly in shorthand. Therefore, their discouragement and failure in the classroom were often caused by fatigue. When they learned to have a broader perspective about their work, they relaxed a little more and learned a little faster.

They also had to learn how to study more effectively and to use their study periods more wisely.

Since the counselors were teachers, they were often able to help the students with their scholastic difficulties by arranging private tutoring sessions with them. Sometimes, they found that a student's fear of failure or lack of achievement was a figment of her imagination. Coordinating their efforts with the teachers', they were able to give the students a more realistic picture of their progress, and a more encouraging one.

Scholastic difficulties in the beginning involved shorthand and speech. Shorthand, as we mentioned before, was a status symbol. They were determined to learn it, even though at times it was harder for them to understand than a foreign language. Added to this, was the fact that the teacher was very demanding and would not lower her standards for anyone. These problems did not prevent shorthand from becoming one of their favorite classes eventually, and the teacher the most respected member of the faculty.

The problems in speech were due to the sensitive nature of the subject and disappeared when the sensitivity diminished. This was brought about when the students admitted the necessity for speech improvement. Since grading in this subject was 99 per cent subjective, discontentment was discernible at report-card times. To alleviate this situation, speech teachers posted grades after each oral presentation so that students were aware of their progress or lack of it from one presentation to another. Report card grades did not come, then, as a complete surprise.

Problems in typing occurred when a change in instructor took place. When the program began, the director was teaching the typing classes, as well as doing the administrative work. This was necessary since no other competent typing teacher was available. When one did become available, differences in personality and teaching methods caused concern for a time. While the students never seemed to adjust to the classroom personality of the second teacher, they did do exceptional work in typing. Their positive performance was attributable to the teacher's competency in her subject field.

While problems in speech, shorthand, and typing decreased as time passed, the scholastic difficulties centered around English never did. These difficulties, in fact, grew as students went into the transcription phase of the program. The students' linguistics backgrounds, as we mentioned before, were exceptionally poor. Since there were so many part-time teachers involved, instruction was not so coordinated and so challenging as it was in other areas. All of these factors kept the students unhappy to a degree and the counselors busy.

Domestic. Next to scholastic difficulties, domestic and financial problems were the most pressing. By domestic problems we mean problems dealing with children and their care, with the home, and with husbands or parents.

While there were some 101 children represented among our 86 members, child care and problems caused surprisingly few difficulties during the program. There were a few students in the beginning weeks who had trouble getting adjusted to leaving home and attending school, but most of these settled their difficulties during the first few weeks. There was only one student--a mother of three--whose troubles persisted during the program until she was threatened with dismissal.

A mother of six was put out of her home at one point in the program by a slightly deranged husband. She had to seek shelter with a sister who lived miles away from her former home. This resulted in her having to arise at 4:30 a.m. each morning in order to feed the children and get them all to their respective schools before she herself could punch the time clock here. The problem was further aggravated by the fact that, after the hurricane, many of the Negro schools were on a platoon basis, with classes beginning at 7 a.m. It is to this student's credit that she missed only one day during this trying period. Incidentally, she was our first employed.

Another mother of three had a son who was hospitalized periodically with convulsions. Because his trouble was diagnosed tentatively (and, as it turned out, inaccurately) as epilepsy, he was not allowed to return to his regular school. The mother had a difficult problem of enrolling him in a school for the periods of time he was not ill. Her courage and persistence in the face of her setbacks provided courage for all. Today, she is working as a secretary in a public school.

Another student, who had had a previous record of mental illness unknown to us, experienced a period of depression from which it was hard to rouse her. She was finally admitted to the hospital for treatments, being allowed to leave the hospital only to attend classes. Her trouble stemmed from marital difficulties, but some of it could have resulted from her inability to believe she would ever get steady employment. Unfortunately, this student's medical record has prevented her from obtaining the type of employment for which we believe she is qualified.

The emotional history of our project could rival Peyton Place with its crises. They were marital break-ups, threats of violence among family members, quick and necessary marriages, illegitimate pregnancies, and unreasonable situations involving students and their parents.

When necessary, we referred students to the proper social agencies for help; such as, the Housing Authority or Catholic Charities. In other cases we tried to help them ourselves by providing the encouragement and sympathy that were needed. Most often, students helped other students when there was trouble, often bringing the difficulty to the director's attention when the troubled students were too ashamed or too shy to do so themselves.

It is encouraging to note that no student dropped out of the program because of domestic problems. While many of the problems were not solved during the program, nor will they be for a long time to come, our counseling program helped them to overcome the obstacles, at least temporarily. Generally, the students felt that the training they were receiving at the training center would provide them with weapons to fight their own personal wars. This belief, with the encouragement of the counselors, kept them in school.

Financial. Since approximately half of the students did not receive training allowances during the program, financial hardship was often apparent, especially among the younger students. The teachers and staff provided, from their own private funds, money for lunches, doctor bills, and other personal expenses to the limit that we could. When this was no longer practical, we sought part-time jobs for the students by placing an ad in the classified section of the newspaper in the name of the College. Response was excellent. Jobs obtained included baby-sitting, domestic work, and work at a school for retarded children on week-ends.

Many times we feared that the needy, hungry moments these students experienced would cause them to drop out. However, the students did not let the lack of funds distract them from their ultimate goal.

Medical. While there was not a great deal of serious illness among the students, several medical problems occupied the counselors' time. For example, three of the students were already pregnant when the program began. Another became pregnant during the course of the program. At various times, these girls needed medical assistance. They needed to be excused often to keep their clinic appointments. In three of the cases, a great deal of personal counseling was necessary because of the circumstances surrounding the pregnancy.

Another student had to be encouraged to seek psychiatric help when a pathetic case history was revealed during counseling. Many times this student threatened to quit because the pace of the instruction sometimes made her very nervous and unsure of herself. She had a fear of failure even though her grades and her skills were excellent. While she had a record of 80 words a minute in typing at the end of the course, we advised her to seek a job where she would not be under pressure. Luckily such a job became available in one of our local banks.

With a very understanding supervisor and work in which she can experience a sense of achievement, this student may be able to assume a permanent, responsible role in the community.

Because of the types of illnesses that occurred, the counselors recommend medical examinations and a medical case history, to be obtained at the commencement of the course, as tremendous aids to the counselors, as well as to the teachers, during the program.

Testing Program

Purpose. An important part of the counselors' job was the administration of a testing program during the course in order to give the students the degree of test sophistication they needed. We know from studies recently made that disadvantaged people generally do poorly on employment entrance tests because these tests are filled with culture traps. Many of them have been devised deliberately to hinder members of minority groups in their quest for employment.

We know, too, that disadvantaged people, particularly Negroes, are characterized by slowness in completing tests. This is due to inadequate reading skills and lack of test sophistication. This factor assumes major proportions when speed instruments are typically employed to estimate intelligence. Practice in test taking went a long way toward alleviating this difficulty.

The testing program made the students more alert to directions, faster in their reactions to questions, and familiar with the types of tests that they would encounter in the personnel offices of companies to whom they applied for work.

Results. Here are some of the tests that were administered and some of the students' reactions to them:

1. California Computational Aptitude. In this test, the students generally did very poorly. The results showed that they had an obvious inadequacy in basic arithmetical skills. This lack could become a handicap to employment.

2. California Clerical Routine Aptitude. Results of this test were more favorable than those of the computational test. However, scores could have been much better if students had followed the number pattern of questions correctly. The results of this test pointed out that students must work faster and be more observant.

3. California Mathematics Test. This test, administered prior to the beginning of eight weeks of math instruction, indicated that the majority of students were at a ninth grade level or below. There were 81 per cent of the students at this level. Four students scored at a 12th grade level; four at a 13th grade level; and two at a 14th grade level.

4. California Reading Test. Seventy-four students took the test, which resulted in a mean and median grade level of 10.8. These results indicated a little better than two grade levels above the California Math Test. Whereas 66 per cent of all scores were below ninth grade level on math tests, only 19 per cent were below ninth grade level on reading tests.

Likewise, 81 per cent were below tenth grade on math; but only 36 per cent were below 10th grade on reading. Achievement beyond high school was indicated by only 7 per cent on the math test, but 15 per cent on reading test.

5. Federal Civil Service Practice Test. Twenty-six students made a "good" score of 110 or above; twenty-two students made a passing score of between 90 and 109; while another twenty-two students scored below 90, which indicated a poor performance. Both the verbal and clerical aptitude sections of this test were given.

6. Wonderlic Test. One of the tests most frequently encountered by applicants in an employment situation is some form of the Wonderlic Test. In the sample test the counselors administered, 73 students took the test. Twenty-seven of these scored 21 or above, which is an acceptable score for those seeking stenographic positions. Seventeen scored between 17 and 20. These students, however, with a little more speed and effort should have been able to achieve a passing score on another similar type test. Twenty-nine students scored less than 17.

In addition to these tests, the following tests were also administered: SRA Office Vocabulary test, SRA Math test, SRA Office Checking, Federal Civil Service Math and Letter Series, and the Detroit Clerical Aptitude Test.

The most valuable result of these tests was the fact that the students lost their fear of the testing situation. In other words, they did acquire to some degree the test sophistication we set as an objective. Such sophistication contributed to the high percentage of actual placements the program experienced.

Counseling Evaluation

Personal Counseling. In an evaluation of the program, 71 per cent of the students said they were able to see the counselors as often as they would have liked. 100 per cent said that the counselors were either of great help or some help to them during the program.

In analyzing their own troubles, 14 said these problems were scholastic; 8, health; 2, domestic; 11, financial; 4, study time; 2, transportation; and 9, lack of self-confidence. The rest did not admit to having any problems at all.

Approximately 60 per cent said that the person who helped them the most with their problems during the program was the director. This situation was due possibly to the fact that the counselors were at the training site only in the afternoon. Often, when the students were upset about trouble at home or in school, they were not willing to wait to see the counselors. Instead, they sought the help of the director.

In a new program, the employment of a full-time counselor should improve the effectiveness of the counseling program.

Testing. Eighty-two per cent of the students admitted that the testing program, outlined above, was extremely helpful to them.

The fact that all of those employed had to undergo testing before being hired is an indication that the students were right in their evaluation of this phase of the counseling program.

CHAPTER SIX

SUMMARY

The Adult Education Department of St. Mary's Dominican College, New Orleans, Louisiana, began a six-month E & D program, "Secretarial Training with Speech Improvement," on December 13, 1965, and completed it on May 27, 1966.

Ninety disadvantaged female trainees, 18 to 44 years of age, were trained in typing, shorthand, Business Speech, and ancillary courses.

The E & D phase of the program consisted in (1) developing economically feasible group techniques for teaching Business Speech to adults whose substandard regional speech patterns constituted an obstacle to employment in the stenographic and secretarial field, and (2) demonstrating that Business Speech training with group techniques will increase employability.

During a five-month lead-in period before training, the Business Speech staff developed group techniques which were used during the training period for one hour a day. The techniques consisted in adaptations of accepted practices in speech therapy, adaptations of foreign language methodology, and classroom techniques for teaching public speaking. The newly developed group techniques proved to be effective and economically feasible.

From interviews with employers before and after the trainees were placed on the job as clerk-typists, stenographers, and secretaries, it was clearly shown that Business Speech training did increase employability for almost all of the trainees.

In short, the program was successful in developing group techniques for Business Speech training, and in demonstrating that it increased employability for disadvantaged secretaries. This experience suggests further application of Business Speech training in other job-training areas.

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APPENDIX A

DATA ON STUDENTS IN 1965-1966 PROGRAM

AVERAGE AGE - 24

Age	No. of Students
17	1
18	12
19	10
20	7
21	5
22	16
23	4
24	8
25	2
26	3
28	1
29	4
30	1
31	1
32	3
33	1
34	3
35	2
39	3
40	1
43	2

MARITAL STATUS

Married	19
Single	49
Divorced	7
Separated	13
Widowed	2

RELIGION

Catholic	38
Baptist	14
Lutheran	2
Methodist	1
No Preference	35

TOTAL NUMBER CHILDREN 101

NO. CHILDREN	NO. STUDENTS
0	46
1	11
2	11
3	13
4	4
5	0
6	2
7	1

STUDENTS RECEIVING TRAINING ALLOWANCES	46
STUDENTS NOT RECEIVING TRAINING ALLOWANCES	44

DIVERSITY OF OCCUPATIONS BEFORE ENTERING SECRETARIAL TRAINING COURSE

Substitute Teachers	3	Salesgirl	7	Seamstress	6
Clerical Workers	15	Cashier	7	Nursery Helper	1
Receptionist	1	Meat Wrapper	1	Sitter	1
Machine Operator	1	Supermarket	1	Maid	12
Stock Clerk	2	Waitress	2	Cook	1
PBX Operator	1	Presser	1	Laundry Clerk	1
Beauty Instructor	1	Drug Clerk	1	No Experience	14

APPENDIX B

SHAFFER SENTENCES FOR ARTICULATION TESTING

The following contain "markers" of Southern speech and are used in diagnostic testing prior to speech improvement.

1. Who told you?
2. What was the point?
3. The earth is the third planet.
4. My head hurts.
5. It's for you.
6. They walked away from us.
7. I don't think so.
8. You should bathe every day.
9. Go with him.
10. I will ask for you.
11. Has she made the pie?
12. Throw in the towel?
13. He lost his wallet.
14. It is the mind that rules.
15. You didn't feel well.
16. I am afraid of him.
17. His hair is thin now.
18. Can either of you go?
19. I can't pay you now.
20. The left side is cleaner.
21. Will you help us?
22. The lists are very long.
23. Please say every word.
24. The desks have arrived.
25. The film was torn.
26. He hurt himself.
27. It is a beautiful morning.
28. He kept the book.
29. The ether made him sleep.
30. She didn't even see him.

APPENDIX C

ARTICULATION UNIT - "TH" SOUND

Articulation Script - Tape 1-a

This is tape 1, form a. Please fill in the top of your response sheet.

The purpose of this tape is to teach you to hear the difference between the th and the d sounds. The th sound is produced by raising the tip of the tongue to the upper teeth and protruding it slightly. The d sound is made by raising the tip of the tongue to the gum ridge. I will pronounce the same word two times. One time I will use the th and the other time I will use the d. Listen for the th. If you feel that it was said in the first pronunciation, check Column A. If you feel that the th was said in the second pronunciation, check Column B. For example:

[ðæt] [dæt]

The th sound was said in the first pronunciation. You should have checked Column A.

We are now ready to proceed.

1. [diz] [ðiz]
2. [ðɛm] [dɛm]
3. [deɪ] [ðeɪ]
4. [dæt] [ðæt]
5. [ðiz] [diz]
6. [dɛm] [ðɛm]
7. [deɪ] [ðeɪ]
8. [dæt] [ðæt]
9. [ðiz] [diz]
10. [dɛm] [ðɛm]
11. [deɪ] [ðɛɪ]
12. [dæt] [ðæt]
13. [dız] [ðiz]
14. [ðɛm] [dɛm]
15. [deɪ] [ðeɪ]
16. [dæt] [ðæt]
17. [dız] [ðiz]
18. [ðɛm] [dɛm]
19. [deɪ] [ðeɪ]
20. [dæt] [ðæt]

RESPONSE SHEET A

Name____________________

Date____________________

Tape____________________

Form____________________

Column A	Column B
1.____________	____________
2.____________	____________
3.____________	____________
4.____________	____________
5.____________	____________
6.____________	____________
7.____________	____________
8.____________	____________
9.____________	____________
10.____________	____________
11.____________	____________
12.____________	____________
13.____________	____________
14.____________	____________
15.____________	____________
16.____________	____________
17.____________	____________

Articulation Tape - 1-b

This is tape 1, form b. Please fill in the top of your response sheet.

The purpose of this tape is to teach you to distinguish between the th sound and the d sound. I will pronounce some phrases. In some of the phrases, I will use the th sound. In some of the phrases, I will use the d sound. Listen for the th sound. If you feel that I have used the th pronunciation, write the word Yes in the blank on your response sheet. If you feel that I have used the d pronunciation, write the word No. For example:

[də skaɪ]

The th pronunciation was not used. You should have written the word no.

We are now ready to proceed.

1. [dæt mæn]
2. [ouvə dɛə]
3. [si ðɛm]
4. [(h)wʌts ðæt]
5. [dæə deɪ ar]
6. [deɪ seɪ]
7. [deɪ wʌn]
8. [ðə bɔɪ]
9. [ðiz mɛn]
10. [ðouz gɝlz]
11. [put m̩ dɛə]
12. [ðə skul]
13. [wʌn ə dɛm]
14. [pliz pæs ðə salt]
15. [gɛt dæt]
16. [ðə bɛst weɪ]
17. [teik ðə treɪn]
18. [hu sɛd dæt]
19. [də bɛst]
20. [ðɪs ənd ðæt]

Articulation Tape - 1 - c

The purpose of this tape is to help you to produce the th sound. Remember that the th sound is produced by raising the tip of the tongue to the upper teeth and protruding it slightly, while the d sound is made by raising the tip of the tongue to the gum ridge. I will say a th word. You are to listen to this word and use it as a model. After you hear my pronunciation of the model word two times, you will be instructed to repeat the word after me. I will then say the word again for you, finally asking you to say the word with me. For example:

(that) (that) Now repeat after me. (that)-----------
(that) (that) Now you say the word ________________ (that)
Now say the word with me two times. (that) (that).

We are now ready to proceed.

1. there
2. they
3. these
4. then
5. those
6. them
7. that
8. though
9. than
10. the

Articulation Script - Tape 1 - d

The purpose of this tape is to help you to produce the th sound. I will say some sentences and phrases, one at a time. You are to listen to the sentence or phrase and use it as a model. After you hear my pronunciation of the model sentence or phrase two times, you will be instructed to repeat it after me. I will then say the sentence or phrase again, finally asking you to say it with me.

For example:

> (There's the boy) (There's the boy) Now repeat after me.
> (There's the boy)------------------ (There's the boy)--------------
> Now you say the sentence. ---------------------------------------
> (There's the boy). Now say the sentence with me two times.
> (There's the boy) (There's the boy).

We are now ready to proceed:

1. They looked for them.
2. this and that
3. The paper is over there.
4. There's a book on the table.
5. They said that.
6. Put them in the desk.
7. Take the train.
8. Please pass the salt.
9. I want to go to the store.
10. Get those letters.

Articulation Script - Tape 1 - e

The purpose of this tape is to help you to produce the th sound. You will read all of the sentences printed in full capital letters on your script, and I will read the others. Let us proceed.

There is an interesting movie at Loew's Theatre. Do you like to go to the movies?

YES, I LIKE TO GO TO THE MOVIES. IN FACT, I WENT TO THE MOVIES LAST NIGHT...

Did you go to the Loew's Theatre?

NO, I WENT TO THE TIVOLI THEATRE...

Did you see the picture "Thunderball"?

NO, I SAW THE AMERICANIZATION OF EMILY....

Who were the actors in that picture?

THE ACTORS WERE JULIE ANDREWS AND JAMES GARNER...

Do you like those two actors?

I DON'T USUALLY LIKE THEM. BUT THEY PLAYED WELL TOGETHER IN THIS PICTURE....

Well, I like the exciting adventures of James Bond.

YES, THERE HAVE BEEN SEVERAL PICTURES ABOUT HIM THIS YEAR....

There have been a lot of pictures produced this year.

YES, BUT THERE WERE ONLY A FEW GOOD ONES....

Most of the pictures lately were not Academy Award winners, although they were box office successes.

I THINK THE JOB OF PICKING AN ACADEMY AWARD PICTURE WOULD BE DIFFICULT....

Articulation Script - Tape 1 - e (continued)

Yes, last year I hoped that the picture Mary Poppins would win.

I LIKED THE PICTURE MY FAIR LADY BETTER....

You got your wish.

YES, ALTHOUGH BOTH PICTURES WERE NOMINATED, THE FINAL CHOICE WAS STILL A DIFFICULT ONE.

Reader's Name ____________________

Listener's Name ____________________

Date ____________________

Articulation Script - Dyad Structure 1-a

Read the following paragraph to your partner. As you read, she will pay special attention to your pronunciation of the th sound in the underlined words. If you do not make a clear th sound, she will circle the word in which you made an error, on her copy of this sheet, stopping you and asking you to repeat the sentence until your th sound is clear. When the first one finishes reading, then the other one should read and be checked also.

There are many things that make life interesting. Too often the most pleasant things in life are not enjoyed. Too often people go through life without really seeing all the things around them. The things that we take for granted. What are some of these things? The morning sun as it comes over your window sill. Birds singing in the early morning. The special smile that children save for their parents. The sparkle of midnight stars. These are only a few of life's free treasures, although I'm sure that, if you stop and think, there are many others that you will notice.

Reader's Name ____________________

Listener's Name ____________________

Date ____________________

Articulation Scripts - Dyad Structure - 1 - b

Read the following paragraph to your partner. As you read, she will pay special attention to your pronunciation of the th sound to be sure that you do not use a d sound instead. If you use a d sound instead of a th, she will circle the word in which you made an error on her copy of this sheet, stopping you and asking you to read the sentence until your th sound is clear. When the first one finishes reading, then the other one should read and be checked also.

"SOMETHING OLD, SOMETHING NEW, SOMETHING BORROWED, SOMETHING BLUE."

These familiar lines bring to mind a wedding. How does a typical bride satisfy these traditional "musts"? Perhaps for something old she will wear the veil that her mother wore, or she may carry the Bible that belonged to her grandmother. I knew a bride that wore the lace gloves that were her grandmother's. Something new will be almost everything else that this bride will wear. She will probably wear a new dress, new lingerie, and new shoes. This typical bride may borrow one of these things from a close relative, although there are many other things that she may borrow instead. She may borrow the lace handkerchief that has been in her family through the years. Most brides wear those blue lace garters that are made just for brides. Now that your bride has her something old, something new, something borrowed, something blue, all that is needed is the groom.

Reader's Name ________________

Listener's Name ________________

Date ________________

Articulation Script - Dyad Structure 1 - c

Each of you have two copies of this form. One of you will first read the questions while the other will respond. Answer the questions in complete sentences. If the questioner says a d sound instead of a th, the responder should encircle the word in which the error was made, stopping the reader and asking her to repeat the sentence until the th sound is clear. If the responder says a d sound instead of a th, the questioner should write down the word in which the error occurred in the blank space, stopping the responder and asking her to repeat the sentence until the th sound is clear. Using your second copy of this form, trade roles and mark one another again in the same way.

- -

1. If you wanted to buy a book, would you go to the library or to the bookstore?

2. Suppose you have a friend from Puerto Rico who wants to learn English. She wants to know whether to say "this hat," or "that hat" when she points to a hat across the room. What do you think she should say?

3. This friend looks at a group of books. Should she say this books or these books?

4. Some papers are in a desk across the room. Should she say the papers are in the desk over there or the papers are in the desk over here.

5. These people want to see the movie, Thunderball. Should they plan to go early, or can they go anytime?

6. If you wanted to get a suit cleaned, would you take it to the Laundro-mat or to the cleaners?

Articulation Script - Dyad Structure - 1 - c (Continued)

7. This is such a good book. I like it better than that one. Which do you like, this book or that book?

8. Have you ever visited Baton Rouge? Where would you rather live--here or there?

9. It is fun to wear costumes from long ago. Would you or would you not like to have lived then?

10. Generally speaking, do you like the rhythm of the Beatles or not?

ARTICULATION UNIT
PRODUCTION CHECKSHEET #1

NAME ____________________

DATE ____________________

We hold these truths to be self-evident; that all men are created equal; that they are endowed by their creator with inalienable rights; that among these are life, liberty, and the pursuit of happiness.

And now abideth Faith, Hope, and Chairty, these three; but the greatest of these is Charity.

"Is there anybody there?" said the Traveller,
    Knocking on the moonlit door;
And his horse in the slicence chomped the grasses
    Of the forest's ferny floor;
And a bird flew up out of the turret
    Above the Traveller's head;
And he smote the door again a second time;
    "Is there anybody there?" he said.

APPENDIX D

GRAMMAR UNIT - VERB "TO BE"

Grammar Script - Tape 1-A

The purpose of this tape is to give you practice in using the correct word combinations for---am--is--are---. These sentences use pronouns with the verb "to be" in the present tense.

I will say some phrases and sentences and you will repeat each phrase and sentence after me.

For example: I am----------I am early----------I am early for school----------

We are now ready to proceed.

I am
I am ready.
I am ready to go to the store.
I am ready to get my lunch.
I am not ready to go home with you.

He is
He is my brother.
He is not in my class.
He is helping me.
He is ready to help me with shorthand.

You are
You are going to be late for school.
You are not late for English class.
You are taking my books.
You are never ready on time.

They are
They are in the typing class
They are learning to speed type.
They are able to type 70 words a minute.
They are not careless typists.

She is
She is a new student.
She is not in my class.
She is in dress designing.
She is not going with me.

It is
It is time to leave.
It is time for speech class.
It is time for my lunch.
It is not time to go home.

We are
We are in speech class.
We are learning to speak well.
We are using controlled speech.
We are not using monotonous speech.

USE EACH PHRASE IN A SENTENCE

I am
He is
She is
It is
You are
We are
They are

Grammar Dyad - Tape 2-A

1. She studies
2. He reads
3. She watches
4. He practices
5. She listens
6. He writes
7. She speaks
8. He works
9. She reads
10. He watches
11. He studies
12. She types
13. He listens
14. She writes

READ THE QUESTION AND THE ANSWER.

1. When does she study?	She studies at night.
2. What does he read?	He reads many books.
3. What does she watch?	She watches television.
4. How does he practice?	He practices diligently.
5. When does he listen?	He listens in class.
6. What does he write?	He writes stories.
7. How does she speak?	She speaks well.
8. How does she type?	She types correctly.

COMPLETE THE SENTENCE

1. What time does she get up?		She gets up at 7:30.	
2. What time	shower?	She showers at 7:40.	
3. What time	dress?	She	at 8:00.
4. What time	eat?	She	at 8:10.
5. What time	leave?	She	at 8:30.
6. What time	arrive?	She	at 9:00.
7. What time	type?	She	at 9:05.
8. What time	speak?	She	at 10:00.
9. What time	study?	She	at 11:00.
10. What time	return?	She	at 12:00.

Grammar Script - Production Check Test (1) - Verb To be

ANSWER THE QUESTIONS:

1. Am I the typist that you wanted?
2. Is he a member of your group?
3. Is it time for lunch?
4. Are you going to the theatre today?
5. Is she a receptionist?
6. Are we invited to the concert?
7. Are they able to take dictation?
8. Are you a student?

USE THE CORRECT FORM: IS AM ARE

The keys ______________ in the desk.

He ____________ a boy scout.

The nurses______________ on duty.

It ______________ not my book.

She ______________ a clerk-typist.

We ________________ learning to speak well.

They ________________ not in our speech class.

The teachers _____________ trying to help us.

ANSWER THE QUESTIONS:

1. Was I on time for school?
2. Was the boy in your class?
3. Was the girl on her way to school?
4. Were you going to the ball park?
5. Were we asked to participate in the discussion?
6. Were they students at this school?
7. Was she getting married?
8. Was it your purse that was lost?

APPENDIX E

JOB PLACEMENT

	PREVIOUS TYPE OF WORK	PREVIOUS SALARY	PRESENT EMPLOYER	PRESENT TYPE OF WORK	PRESENT SALARY
1	Substitute Teacher	$12 day	Internal Revenue Service	Secretarial	$350.00
2	None	-------	Urban League	Secretarial	318.00
3	Clerical	$238.00	Marine Corps	Stenographic	350.00
4	Nursery Helper	63.00	Kingsley House	Secretarial	300.00
5	None	-------	Southern University	Stenographic	290.00
6	None	-------	Department of Navy	Secretarial	325.00
7	Selling	$150.00	Dr. Taranto, Dentist	Stenographic	238.00
8	None	-------	Unemployed	-----------	------
9	Clerical	$218.00	Pan-American Life Insurance Company	Typist	265.00
10	Domestic	$112.00	----------------	----------	------
11	None	-------	N.O. Public Library	Stenographic	358.00
12	Nurse's Aid	$160.00	----------------	----------	------
13	Receptionist	$240.00	Roofing Contractors	Secretarial	364.00
14	Mail Girl	$208.00	American Cancer Society	Stenographic	260.00
15	Waitress	$ 65.00	Commodity Credit	Clerical	355.33
16	Clerk	$216.00	N.O. Public Schools	Clerk-Typist	260.00
17	None	-------	Western Union	Typist	323.00
18	Clerical	$309.00	Federal Government	Stenographic	342.00
19	None	-------	Commodity Credit	Clerical	327.60
20	Domestic	$170.00	Pharr's Reducing Salon	Aide	250.00
21	Nurse's Aid	-------	-----------------	--------	------
22	None	-------	Total Community Action	Secretarial	368.33
23	Nurse's Aid	$160.00	Moved from New Orleans	----------	------
24	Domestic	$120.00	N.O. Public Schools	Secretarial	305.00
25	Clerical	$216.00	United Fruit	Stenographic	320.25
26	Clerical	$250.00	American Can Co.	Secretarial	433.00
27	None	-------	Southern University	Stenographic	290.00
28	Cook	$130.00	Pan-Am Insurance	Typist	270.00

	PREVIOUS TYPE OF WORK	PREVIOUS SALARY	PRESENT EMPLOYER	PRESENT TYPE OF WORK	PRESENT SALARY
29	Cook	$130.00	Went to College	-------	-------
30	Waitress	-------	Moved from N.O.	-------	-------
31	None	-------	Crippled Children's Hospital	Stenographic	$300.00
32	Domestic	$156.00	Federal Project - Library	Clerical	245.00
33	Sewing	-------	Social Welfare Planning Council	Secretarial	350.00
34	None	-------	City Hall	Typist	325.00
35	None	-------	Southern University	Stenographic	290.00
36	Sewing	$116.00	Dillard University	Stenographic	220.00
37	Cashier	-------	---------------	----------	------
38	None	-------	Hotel Dieu	Clerical	240.00
39	Waitress	$108.00	Pregnant	---------	------
40	None	-------	Geo. Lehleitner	Stenographic	275.00
41	Waitress	$136.00	Xavier University	Secretarial	225.00
42	None	-------	N.O.Public Service	Clerical	281.00
43	Factory	$ 86.00	Pregnant	----------	------
44	Receptionist	$182.00	Tulane Medical School	Secretarial	300.00
45	None	-------	Humble Oil Company	Secretarial	355.00
46	Domestic	$130.00	N.O. Housing Authority	Secretarial	303.00
47	None	-------	Humble Oil Company	Secretarial	355.00
48	Nurse's Aid	-------	Total Community Action	Secretarial	369.00
49	None	-------	------------------	----------	------
50	None	-------	Humble Oil Company	Secretarial	355.00
51	Domestic	$120.00	Good Citizens' Life Insurance Company	Secretarial	216.00
52	Selling	-------	----------------	----------	------
53	Nurse's Aid	$160.00	Hotel Dieu	Clerical	238.00
54	Student	-------	Western Electric	Clerical	319.00
55	Clerical	$173.00	Housing Authority	Typist	290.00
56	None	-------	Internal Revenue Service	Secretarial	362.91
57	Clerical	$216.00	U.S. Coast Guard	Clerical	355.00
58	None	-------	Tulane Medical School	Stenographic	275.00
59	Domestic	$130.00	Moved from N.O.	----------	------
60	Receptionist	$112.00	U. S. Fidelity and Guaranty Homestead	Typist	243.00

	PREVIOUS TYPE OF WORK	PREVIOUS SALARY	PRESENT EMPLOYER	PRESENT TYPE OF WORK	PRESENT SALARY
61	Domestic	$108.00	Desire Medical Clinic	Clerical	$240.00
62	Clerical	$225.00	Total Community Action	Clerical	$327.00
63	None	-------	Blue Cross	Typist	260.00
64	None	-------	Commodity Credit	Clerical	327.00
65	None	-------	Doctor's Office	Stenographic	238.00
66	Selling	$210.00	D. H. Holmes, Ltd.	Clerical	243.00
67	Clerk	$210.00	Bank of New Orleans	Secretarial	275.00
68	Elevator Operator	-------	-----------------	---------	------
69	None	-------	U. S. Navy	Secretarial	400.00
70	PBX Operator	$190.00	N.O. School Board	Stenographic	305.00
71	None	-------	Social Welfare Planning Council	Secretarial	340.00
72	None	-------	Todd Shipyards	Clerical	280.00
73	Practical Nurse	$160.00	N.O.Public Schools	Secretarial	260.00
74	Presser	$210.00	Federal Government	Secretarial	350.00
75	Domestic	$ 85.00	Social Welfare Planning Council	Secretarial	300.00
76	Student	-------	Tulane University	Secretarial	250.00
77	None	-------	Hospital - Los Angeles	Typist	450.00
78	PBX Operator	$273.00	Shell Oil Company	Clerical	310.00
79	None	-------	Veterans' Administration	Stenographic	327.00
80	None	-------	Pregnant	----------	------
81	Domestic	-------	Southern University	Clerical	290.00
82	Cashier	$170.00	Hotel Dieu	Clerical	255.00
83	Cashier	$175.00	Medical Associates	Clerical	212.50
84	Clerical	$215.00	Small Business Administration	Stenographic	318.00
85	None	-------	Drug Store	Clerical	173.00
86	None	-------	Pan-American Life Insurance Company	Stenographic	325.00

TOTAL PREVIOUS MONTHLY SALARY INCOME..................$ 7,211.00*
TOTAL PRESENT MONTHLY SALARY INCOME..................$ 21,504.92
PERCENTAGE OF INCREASE..................................335 per cent

*This total represents salaries that were, for the most part, of temporary duration. Present incomes are those representing at least six month's experience since July.

APPENDIX F

RATING SHEET

This Rating Sheet was completed twice during the program by each instructor. It was used later for counseling purposes.

Careful analysis of the character, personality, and work habits of all students is extremely valuable to the counselor and student. This rating chart sets up seven simple, but important, classifications that will give a clearer picture of the student's merit and future potential.

1. QUANTITY

_____ a. Production high.
_____ b. Production average.
_____ c. Production sometimes below average.
_____ d. Production consistently below average.

2. QUALITY

_____ a. Gives inadequate attention to details.
_____ b. Is satisfactorily correct and thorough.
_____ c. Quality is better than average.
_____ d. Is extremely careful and thorough.

3. ATTITUDE TOWARD WORK

_____ a. Is indifferent and/or critical.
_____ b. Shows little interest.
_____ c. Is enthusiastic and interested.
_____ d. Is exceptionally cooperative and willing.

4. GROOMING

_____ a. Occasionally offensive.
_____ b. Unbusinesslike in personal appearance.
_____ c. Usually clean, neat, and appropriately dressed.
_____ d. Always businesslike in personal appearance.

5. DEPENDABILITY AND INITIATIVE

_____ a. Cannot be left to work alone.
_____ b. Requires close supervision.
_____ c. Requires only normal supervision.
_____ d. Looks for and takes on additional tasks.

6. RELATIONS WITH OTHERS

_____ a. Has friction with fellow workers.
_____ b. Works well with some co-workers.
_____ c. Works well with most co-workers.
_____ d. Always works well with others.

RATING SHEET
Page 2

7. EMOTIONAL STABILITY

____ a. Easily offended and resents criticism.

____ b. Worries to excess over real or imagined problems.

____ c. Seldom upset by pressures or reverses.

____ d. Always self-controlled, receptive to criticism.

8. What are the outstanding good points, if any, of this student?

____

____

____

____

9. What are the important weak points, if any, of this student?

____

____

____

STUDENT____________________

DATE____________________

TEACHER____________________

APPENDIX G

THOUGHTS FROM A STUDENT'S NOTEBOOK

These notes were found in a student's notebook at the conclusion of the program. They were apparently written down to provide thoughts for an essay on "What the Adult Education Program Has Meant to Me." They were the notes of one of the students who found it most difficult to adjust to responsibility. She has since been employed and has done remarkably well on the job. These thoughts are copied word for word as she wrote them and reflect the attitude of the students toward the faculty.

- -

MRS. ALICE GEOFFRAY

1. She has a way of making each individual feel that she is important.
2. She is most sincere in all her efforts.
3. She is a vivid example of practicing the golden rule.
4. She is most sympathetic.
5. She is trustworthy.
6. She has a personality that is most rare in spite of her large family.
7. She is always willing to help others.
8. There are many things about her I wish to develop as far as my personality is concerned.

MRS. HELENE BEROT

1. She possesses a quality that most people are afraid to show; this is her frankness.
2. She offers criticism which is done in a constructive and tactful way, but she gets her point across.
3. She is sincere.
4. There are times when she does things that you do not understand, but after thinking about them you realize that she was right.
5. She knows how to bring out and help you to develop your hidden talents.
6. She makes learning a pleasure that few teachers possesses.
7. If anyone comes out of shorthand knowing nothing it is because their case was a hopeless one, because she possesses the ability to get her information across to the young and old.
8. She is a person that pushes you very hard. I personally think that she should slow down a bit. (Note: This last sentence was crossed through and not used in her essay. Perhaps she didn't want to hurt anyone's feelings.)

MISS CAROL STEINER

1. I congratulate Miss Steiner for being a warm human being instead of a cold, egotistical machine.
2. I think she realizes that a kind word and a warm smile goes much further than an aloof look.
3. I found it hard to get to know her, but once you know her you realize that she is a very sweet person.
4. From observing Miss Steiner I found that she was a person that had to be perfect in everything she did.

MRS. DOLLY BRIEN

1. When a person looks at Mrs. Brien for the first time there is just a natural attraction to her.
2. She wears a pleasant smile at all times.
3. She appears to be a shy little girl that you want to get to know and after you get to know her you realize that her personality truly complements her looks.

MRS. SHARON RODI

1. Mrs. Rodi has a charming personality.
2. She is always very cheerful.
3. No matter how much she likes you she will not break any of her rules to accommodate you.
4. She is a person that you can joke with and never make her angry, because she too has a sense of humor.

MRS. MERLE MORVANT

1. She is a combination of tactfulness, diplomacy, graciousness, elegance, and charm mingled with bits of cute remarks.
2. She is a person in which the fun doesn't begin until she walks in.
3. She has the ability to catch your attention and maintain it no matter what type of situation you were originally in.

(NOTE: There are several grammatical errors in the notes. However, no attempt was made to edit the ideas or how they were expressed.)

APPENDIX H

THOUGHTS FROM A DIRECTOR'S NOTEBOOK

(NOTE: This release was prepared at the time of closing exercises in May for local newspapers. It appeared, in part, in these papers and also in several national Catholic newspapers.)

While everyone today is preoccupied with the meaning of happiness, let me examine, for a moment, the meaning of success in relation to an MDTA project--specifically the "Secretarial Training with Business Speech" project conducted by the Adult Education Department of St. Mary's Dominican College. Let me tell you what it means to me as director of this program.

Success is having a five per cent drop-out rate in six months when 15 to 20 per cent was to be expected. It is having three out of the four students drop out for legitimate reasons, such as hospitalization and relocation.

Success is walking through a school and actually feeling enthusiasm, interest, and determination in the air--never hearing a teacher out of patience or a student out of line.

Success is having 68 out of 86 reach an employable level of 40 words and more in typing by the 22nd week. It is having twenty-six typing more than 50 words a minute; four typing more than 60; two more than 70; and two more than 80. It is being able to see a student type accurately and neatly an average business letter in six minutes or less.

Success is watching 64 students take dictation at 60, 70, 80, 90, and 100 words a minute in shorthand and being able to transcribe what they have written. It is knowing that these students--even those who have not reached an employable level as far as shorthand speed is concerned--have acquired a foundation in shorthand theory upon which they can build. Success, too, is having 86 students actually like shorthand, even those who are not doing so well as they should like. Take it from a former shorthand teacher, this is not the usual response.

Success is knowing that 86 students have mastered the 16 sounds in which their speech deviates from standard English. It is knowing that these students can speak in a manner that will be acceptable in most business offices in the New Orleans area. It is hearing them strive for perfection by correcting themselves and one another and urging all the teachers not to spare their feelings. It is hearing them say they enjoy giving talks before the class and that the speech course has been their most valuable experience during the last six months.

Success can be negative. It is never hearing a student say anything malicious or spiteful about a teacher. It is never pouting or sulking when criticism is given. It is never hearing a student answer back or try to justify her actions when corrected.

Success is hearing people freely admit they are wrong. It is hearing a student say sincerely, "Thank you," to the counselor when the counselor has had to tell her something about herself that is painful to face.

Success is having 86 students interviewed by business people and not getting one complaint about grooming. It is watching the interest and anticipation such mock interviews evoked. It is seeing them concerned about the big things--the hair-do, the make-up, the dress, the shoes. It is knowing they are concerned about the little things--when the gloves should be removed, where the purse should be placed, if the hand should be extended in greeting, how to react to a compliment. It is taking seriously a learning experience that does not come out of a book.

Success is having each trainee eager to discuss problems with the teachers or counselors. It is being able to find out what is causing concern, getting it out into the open, and doing something about it. It is being able to settle problems without hangovers. By that I mean it is never having to deal with the same problem twice.

Success is noting loyalty to the school that has helped them. It is noticing that they are careful about the way they look, the way they talk, the way they act, so that Dominican will never be criticized because of them.

Success, to a director, can also be a very subjective thing. It is having them take up money to buy me flowers on an important day. It is promising to name a baby after me. It is baking a dish of brownies to welcome me home after a short trip. It is finding a note on my desk saying, "Thank you for always being there when I need you." It is hearing one of them say, "If I could choose a second mother, it would be you." It is looking for me if I am not standing in my usual place by the door to bid them goodnight as they leave each evening. It is receiving a quick smile when I pass through the room. It is the feeling that there is much love and respect being offered to one who is very happy to receive it.

And perhaps that is the success of the "Secretarial Training with Business Speech" project. It is more than learning to type and take shorthand; to know how to form the third person singular or to avoid the double negative; to articulate properly and carefully; to become adept at color coordination and flattering lines. It is that a group of people--teachers and students--have come to know and love and respect one another. Life for all of us will never be the same again because we have profited by setting aside prejudices. We have found out that courage, hard work, determination, and ability to succeed are not matters of race, color, or creed. We have learned to judge each person we have met here on her own merit, and what a refreshing experience this has been!